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ABSTRACT

The aids to be used in a course designed for the continuing education of professional librarians on human resources in the library have been compiled in two volumes. The first of these contains forms, work assignments, handouts, and transparencies. Forms are for personal information, work assignments, evaluations, and critiques. Work assignments contain questions on participants' thought, role, or practice in library situations. Handouts consist of case studies, bibliographies, essays, exercises, tables, forms, questionnaires, and guides. Transparencies include graphs, charts, illustrations, and lists. Full-sized prints suitable for making transparencies are provided, along with notes on use and content. (LS)

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Post-Master's Education for Middle and Upper-Level
Personnel in Libraries and Information Centers

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COURSE II

HUMAN RESOURCES IN THE LIBRARY SYSTEM

LEADER'S HANDBOOK
PART 2: AIDS
(VOLUME 1)

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HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

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Catholic University's continuing education courses in library science at the post-MLS level have been developed through the creative assistance of many colleagures. Following is a partial list of those contributors (the affiliations indicated are those just prior to, or during, their association with the project.)

The work of CUA's continuing education project in library science has been financially supported by the United States Office of Education under a grant from Title II of the Higher Education Act, and The Catholic University of America.

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The Catholic University of America's Continuing Education Project in Library Science

The Catholic University of America's Continuing Education Project in Library Science has as its major goal the development of courses adapted to present and future library job requirements. The course materials are designed to meet the actual on-the-job needs of middle and upper-level library personnel who have completed a master's degree in library science and who have gained practical experience in a library environment.

Three courses have been developed by the project: Human Resources in the Library System, The Governmental Library Simulation for the Study of Administration of a Special Library, and Application of Computer Technology to Library Processes. For each set of course materials, the data base which was used was provided by Phase I of the research project,[1] which concentrated on an analysis of job dimensions and educational needs of middle and upper-level library personnel who had a master's degree in library science.

Of the 78 courses to which the respondents in the study reacted, the highest demand was for courses in automation, administration of the governmental library, administrative policies and practices, and human relations in library administration. In the project the assumption was made that curriculum planning for post-MLS courses should combine judgments not only of those performing the jobs, but also of top-level administrators who are setting the standards for hiring and promotion and are in key positions to know what libraries need in additional competencies for personnel in order to meet adequately the needs of clients in a time of great societal and technological change. The top-level library administrators thought the courses most needed at a level beyond the curriculum of the master's degree program in library science were: human relations in library administration, administrative policies and practices, policy formation and decision making, and automation of library processes.

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[1] James J. Kortendick, and Elizabeth W. Stone. Post-Master's Education for Middle and Upper-Level Personnel in Libraries and Information Centers. Final Report, Phase I. (Washington, D.C.: Department of Library Science, The Catholic University of America, 1970)(ED 038 985). Subsequently revised and republished as Job Dimensions and Educational Needs of Middle and Upper-Level Library Personnel (Chicago:American Library Association, 1971).

Through the use of a job inventory, the survey also ascertained what activities the librarians were spending most of their time doing and what activities they considered most important in the performance of their jobs. Far outranking any other activity in the dimensions of both time and importance was: directly supervising and guiding subordinates. The rating by the respondents of the 223 job activities covered in the inventory provided valuable data for determining how much emphasis should be given to different concepts that are presented in each of the three courses that have been developed.

Findings from the questionnaire and the interviews conduced during Phase I of the project shed considerable light on necessary attributes of formal courses at the post-master's level if they are to appeal to practicing librarians. High quality programs and practical courses relevant to their present positions were the two curriculum-centered conditions that were mentioned most often by the respondents. From the free response answers of librarian respondents and their supervisors, it was apparent that quality was equated with interdisciplinary and systems oriented course content which would provide for a wide range of instructional strategies including a multi-media approach. Or, as one respondent expressed it: "New programs should be just that -- new -- based on innovative methods which make full use of the educational technology concepts available today." The criteria put forth by the librarians themselves have served as the guidelines for those developing the three courses which constitute CUA's Continuing Education Project. For example, the Governmental Library Simulation uses simulation as its mode of teaching, while the course Human Resources in the Library System employs a wide variety of structured experiences related to on-the-job library problems.

Throughout, a systems approach has been used which has facilitated the integration of knowledge from many sources with concerns of a particular course. Use of a systems approach in the development of these courses has also involved: (1) specification of behavioral objectives based on actual on-the-job learning needs; (2) assessment of student repertories; (3) development of instructional strategies; (4) testing; (5) revising instructional units (validation); and (6) packaging the course which is to be administered. Thus, the learning experiences have been designed to produce the behavior specified for each course.

On page iv are the names of our colleagues who have helped in the development of these courses especially designed for librarians at the post-MLS level. Some of them worked on a full-time basis for a given time span; others were part-time or occasional consultants, contributing to some aspect of a course, but all were valued and dedicated collaborators who deserve the gratitude of everyone who cares about the continuing education of librarians and the improvement of library service.

CUA's Continuing Education Project, officially entitled "Post-Master's Education for Middle and Upper-Level Personnel in Libraries and Information Centers," and emanating from the University's Department of Library Science has received financial support from the Bureau of Research, United States Office of Education and The Catholic University of America.

Rev. James J. Kortendick, S.S.
Elizabeth W. Stone

Directors of CUA's Continuing Education Project in Library Science
Department of Library Science
The Catholic University of America

LEADER'S HANDBOOK: AIDS

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NOTE: For reader convenience, the Aids have been bound in two volumes: the first including Forms, Work Assignments, Handouts, and Transparencies; the second, Films, Cassettes, Games, and Readings. The two volumes are paginated consecutively.

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AID SUMMARIES: FORMS

Introduction

A number of forms have been designed for possible use throughout the course. Some are for imparting or gathering information, others concern evaluation, and others help participants to focus on particular issues. They are numbered consecutively: Form 1, Form 2, etc. Forms are not designated by special symbol.

AID SUMMARIES: FORMS

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Identification	Title
Form 1	IDENTIFICATION AND EXPECTATION SHEET
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Form 1

Identification and Expectation Sheet for the Course Human Resources in the Library System

1. Name ______________________ 2. Date __________

3. Circle appropriate title: Miss, Mrs. Mr., Dr.,
Other (please specify) __________

4. Address ______________________________
____

5. Home phone __________ Business Phone: __________

6. Position now held:

7. Chief responsibilities in present position:

8. Summary of past positions:

9. Summary of Education

Institution	Dates Attended	Major Area of Interest	Degree

Form 1: Identification and Expectation Sheet... page 2

10. Please list any special skills you have which might be useful in the conduct of this course, such as:
    ( ) 10.1 Operate movie projector
    ( ) 10.2 Operate slide projector
    ( ) 10.3 Create transparencies
    ( ) 10.4 Operate tape recorder
    ( ) 10.5 Lead group discussions
    ( ) 10.6 Develop case studies
    ( ) 10.7 Experience in role playing
    ( ) 10.8 Make charts and/or displays
    ( ) 10.9 Writing: (circle those that apply)
    news releases, reports, job descriptions
    Other skills: (Please list)

11. At the present time, how do you feel about your ability in developing the human resources in your library?
    ( ) 11.1 Generally pretty effective
    ( ) 11.2 Moderately effective.
    ( ) 11.3 Occasionally seem effective
    ( ) 11.4 Ineffective more frequently than I wish.

12. What are you looking for? What are your expectations from this course in Human Resources in the Library System? (Feel free to continue on additional sheet if you need more space.)

13. What specific aids or help are you hoping to get out of taking this course? (You may need more space here too.)

FORM 2: REPORT ON READINGS

One of the requirements for the course is that each participant turn in a list of the readings completed for the course, with an indication of the way the material has been read. The following format is suggested for your convenience in reporting your readings. (Only one report per page, please.)

1. Name:________________________________ 2. Date Read:__________

3. Main Topic or Theme:____

4. Bibliographic Citation:____

____

____

____

5. About the Author: ____

____

____

____

____

____

____

Form 2: Report on Readings...page 2

6. Comment, indicating the way you have read the book or article. (As long or short as you wish.)

7. Applicability of use for the library administrator:

8. Overall evaluation: For the library manager I would consider this reading:

( ) 8.1 Very helpful
( ) 8.2 Moderately helpful
( ) 8.3 Slightly helpful
( ) 8.4 Almost no help

9. Recommendations:

( ) 9.1 I would: suggest that this reading be added to the
( ) 9.2 I would not: bibliography for the course for Unit____.

( ) 9.3 As a matter of fact, I am so enthusiastic about this article (book), that I think it should be added to the listing of special Readings for the course.

Form 3

Analysis of a Research Study by Research Task Force

General Procedure:

1. Each research task force group is responsible for submitting an evaluation of one piece of significant research that has been done in its area of concentration within the scope of the course, such as: anxiety, perception, motivation, organizational change, individual coping behavior, etc.
2. The evaluation of the research study should follow the outline given below.
3. Each research task force group is responsible for educating itself on the various dimensions of a research report as outlined. A few relevant books are suggested at the end of the outline.
4. Each group should sign up for its area of concentration and contract with the leader of the course about the degree and extent of their investigation, including the specific piece of research they are analyzing, at least one week before that topic is scheduled to come up for discussion in the class session.
5. It should be made clear that this is a group assignment and that each task force will find the time to discuss the research it is evaluating together, as well as jointly deciding on how significant research will be located and the extent to which this research will be reviewed by the members of the task force. Each member of the group will receive the same evaluation on research reported on the form and enrichment data presented during the class session.
6. The leader is available to help the task force if it runs into problems and also to offer some suggestions as to readings that might provide a taking off point for the group in its coverage of the topic.

Specific Form to be Filled Out by Research Task Group: Evaluating a Research Study:

1. Statement of the problem.
    - A. What was the statement?
    - B. Was it stated clearly?
    - C. As stated, was the problem answerable through research?

2. Hypothesis:
    - A. Was there a substantive hypothesis?
        - (1) What was it?
        - (2) Was it stated clearly and accurately? Explain.
3. Variables.
    - A. What were the independent variables in the study?
    - B. What were the dependent variables in the study?
    - C. How were these to be measured?
    - D. How were they to be inter-related?
4. Nature of the research design.
    - A. Describe the research design.
    - B. What were the strengths of the design in relation to answering the research problem?
    - C. What were the weaknesses of the design in relation to answering the research problem?
5. Control of variables.
    - A. How was the research design structured in order to control the variables?
    - B. Discuss whether or not your group felt this control was adequate.
6. Method of data collection.
    - A. How were data collected for the study?
    - B. What problems of reliability and validity were associated with the data collection?
7. Statistical analysis.
    - A. What statistical techniques were employed to analyze the data?
    - B. What were the strengths of the statistical analysis?
    - C. What were the weaknesses of the statistical analysis?
    - D. What are the strengths and weaknesses of the way the statistical data is placed in the final report?
8. Conclusions.
    - A. What were the specific conclusions of the study?
    - B. Does your task force group feel that the conclusions are warranted on the basis of the data presented? Explain.
    - C. What weaknesses, if any, do you see in the interpretation of the data gathered by this study?
9. Application.
    - A. Based on your evaluation of this research study, would you recommend to a library administrator that he experiment in his

library situation with the results and recommendations presented in this research study? Explain.

B. If you would recommend such experimentation, how would you go about implementing the findings in a library situation?

Selected Research Bibliography

Blalock, Hubert M. Social Statistics. New York: McGraw-Hill, 1960.

Johnson, H.W. How to Use the Business Library. 3d ed. South-Western, 1968.

Kerlinger, Frederick. Foundations of Behavioral Research. New York: Holt, Rinehart, and Winston, 1966.

Madge, John. The Tools of Social Science. New York: Anchor, 1965.

Selltiz, Claire, and others. Research Methods in Social Relations. New York: Holt, Rinehart, and Winston, 1962.

Form 4

Work Assignments: Instruction Sheet

In relation to the work assignments made at each class session :

1. At the first session you will be given a card with a letter on it which you will use to identify each work assignment that you turn in during the course. A letter code is being assigned to everyone, but will be known only to the leader. This will enable us, if it is the decision of the group, to use these work assignments during the conduct of some classes without identifying the originator of any specific work assignment sheet being examined by the entire class.

2. It is suggested that all work assignments be typed.

3. As the answers to the questions in the work assignments may be as brief or as lengthy as you wish, no attempt has been made to supply a form to use for each assignment, but it is requested that the following format be used each time.

HUMAN RESOURCES IN THE LIBRARY SYSTEM
Work Assignment Key Concept Identification
Your Letter Code______ Date ______________________

WORK ASSIGNMENT # ___

1. Restate first problem; type your comments and reactions, etc. Thus: "Describe the philosophy of management of your library as you understand it now exists." ....

2. Restate the second problem; type your comments, reactions, etc.

If your paper is over one page long, be sure to turn in the second page, and be sure it is properly identified, as shown on the following page.

Form 4: Work Assignments: Instruction Sheet...page 2

Work Assignment No. ___	Date ____________
Letter Code ____	Page 2

---

4. It should be emphasized that the purpose of the work assignments is for you to think through your own goals, needs, problems in the work situation. They are to reflect your own thinking. Therefore, it is not expected that you do extensive reading or research in relation to these assignments.

5. One requirement for the successful completion of the course is that you bring your completed work assignment with you to each class session.

Form 5

Criteria for Self Evaluation

A requirement for the successful completion of the course is a statement of your own evaluation of your work in the course. The "Criteria for Self Evaluation" presented below are offered as an aid to you in writing this statement; however, you are free to alter the list in any way you see fit by addition, deletion or change. Your statement should include: (1) the criteria by which you are judging your work; (2) a description of the ways in which you have met or failed to meet this criteria; (3) your overall evaluation of the way you have met or failed to meet you own criteria -- should you pass or fail? (Or, if a letter grade is given, "What letter grade should you receive?")

If it is found that your estimate of your work is quite different from that of the leader, a personal conference will be held with the leader to discuss your work and to see if, together, a mutually satisfactory grade can be agreed upon.

A. Self-imposed personal criteria:

1. To what extent have I taken responsibility for my own learning in this course?
2. Have I been sensitive to the dynamics of the group, and have I been effective in facilitating the process of communication?
3. Have I read and thought outside of class in order to clarify my ideas and develop the knowledge that will enable me to understand better the process and content?
4. Have I taken leadership in the class? If so, has my style of leadership been consistent with my own educational values?
5. Have I let others know how I feel about the process and what I think about the issues? Have I given sufficient feedback to facilitate progress and good decision making in the group?
6. Have I made clear to others my own goals and purposes in this course? To what extent do others know what I am trying to achieve?
7. How fully have I opened myself to the experience that each session of this course has offered?

8. To what extent have I reflected on these experiences and tried to draw general concepts out of them?
9. To what extent have I taken responsibility for evaluating my own behavior throughout this course?
10. What plans have I made to test out my concepts in action, either now or later?
11. What has been my style in this course -- for example, initiator, collaborator, bystander, organizer, etc.? To what extent does this style harmonize with my goals?

B. Criteria imposed from outside:

1. Have I created any tangible product as a result of this course?
2. To what extent have I taken responsibility for enhancing the learning of others? For example, have I brought bibliographical suggestions? Have I written position papers or reaction papers and shared them with others?
3. What effective mechanisms (e.g., writing journals, reading, discussions out of class, field trips, visits to schools, etc.) have I evolved for myself in order to help to develop a set of concepts arising from the experiences of this course?
4. What has been the depth of my reading?
5. What has been the amount of my reading?
6. What has been the amount of effort I have expended on this course in relation to others in the class?
7. What has been my effort in relation to this course relative to the amount of effort I have expended in other graduate or post-graduate courses?
8. What amount of effort and thought have I expended in doing the work assignments?
9. Have I gone over the material in the enrichment modules?
10. What kind of an overall evaluation do I deserve for my expenditure of effort in this class?

Form 6

Post-Meeting Reactionnaire
Number ___

HUMAN RESOURCES IN THE LIBRARY SYSTEM
Session on ______________________________ Date ______________

Will you please give us a few minutes of your time to indicate how you feel about today's session? It will help the structuring of future meetings of the class to better meet your needs. Indicate how you feel toward each statement by putting an "X" on the line at the most appropriate point. You do not need to sign this sheet or indicate your code letter.

1. In meeting my job-related needs, I feel the content presented in this session will be:

Extremely Helpful	Quite Helpful	Moderately Helpful	Of Very Little Help

2. The area covered in this session interests me:

Intensely	Quite a Bit	Somewhat	Very Little

3. In this session did you learn any new concepts, or get any new applications of old concepts?

Many	Some	Very Few	None

4. On the whole, I thought the methods used in presenting today's session were:

Excellent	Good	Average	Poor

5. BUT (if it applies):
I would not have used (type of method) ______________________________
____

Form 6: Post-Meeting Reactionnaire...page 2

5. continued....

OR (if it applies):
I feel the session would have been improved if (type of method) had been used: ______________________________

6. I thought the number of different activities used in relation to the content was:

Just About Right	Too Many	Too Few

7. The climate of today's class was such that I felt:

Very Free to Participate	Free to Participate Most of the Time	Free to Participate A Few Times	Not Free to Participate

8. How clearly do you feel you understand the concepts presented?

Completely Clear	Very Clear	Somewhat Clear	Not Clear At All

9. So that the course will more fully meet my individual needs in future sessions, I suggest that:

Form 7

Final Course Evaluation Sheet: Participant Reaction to the Post-MLS Course in Human Resources in the Library System

HOW WORTHWHILE WAS THE COURSE TO YOU?

1. In what kind of learnings, and to what degree do you feel you profited from this course? (Check best approximate reaction.)

Degree					
Very High	High	Medium	Low		
( )	( )	( )	( )	1.1	Development of a theoretical base (a philosophy) for activities and decisions in the area of human resources development in my library.
( )	( )	( )	( )	1.2	Subject knowledge of field of management.
( )	( )	( )	( )	1.3	Awareness of self in my relationships with others.
( )	( )	( )	( )	1.4	Understanding of human behavior.
( )	( )	( )	( )	1.5	Understanding how human behavior affects work behavior.
( )	( )	( )	( )	1.6	Discovering ways in which the development of improved human relations can be facilitated in my own library.
( )	( )	( )	( )	1.7	Ability to formulate a leadership style which will be capable of influencing various organizational processes and which is in keeping with my philosophy of management.
( )	( )	( )	( )	1.8	Identification of ways I can stimulate the individual motivation of staff members in ways which will be compatible with the management system in existence in my library.
( )	( )	( )	( )	1.9	Other: (Please specify.) ______

Form 7: Final Evaluation Sheet...page 2

2. Do you feel that the level of your ability in developing the human resources in your library is:
   - ( ) 2.1 Much improved.
   - ( ) 2.2 Moderately improved.
   - ( ) 2.3 Slightly improved.
   - ( ) 2.4 About the same as before.

3. How effective was the total design of the course in meeting your own job-related needs ?

Very Effective	Met Most Needs	Missed Important Areas	Not Much Help At All

4. How effective do you feel the total design of the course was in meeting the needs of the group ?

Very Effective	Met Most Needs	Missed Important Areas	Not Much Help At All

5. For my needs, the course had:
   - ( ) 5.1 Too much theory and not enough of a practical nature I can apply in my library job.
   - ( ) 5.2 Too much of a practical nature and not enough theory.
   - ( ) 5.3 About the right combination of theoretical and practical.

6. Have you changed any of your previous ideas regarding the development of human resources in libraries ?

A Great Deal	Some	A Few	Practically None

7. Do you plan to change your approach to staff development

A Great Deal	Somewhat	Very Little	Not At All

IF YOU DO PLAN TO CHANGE, how specifically ?

Form 7: Final Evaluation Sheet...page 3

8. What was the most significant learning in the course for you? Why?

THE CONDUCT OF THE COURSE:

9. What do you consider to be the strong points and the weak points in the structured designs for learning employed by the instructor?
    a. Strong points: (state why)

    b. Weak points: (state why)

10. What suggestions have you for improving the course in the following areas:
    a. Administration.

    b. Materials provided (STUDY GUIDE, handouts, forms, readings, etc.) Put yourself in the place of the editor of the materials for this course. What changes would you make in format, style, organization? Be as specific as possible.

    c. Physical facilities:

    d. Teaching methods:

    e. Working assignments:

Form 7: Final Evaluation Sheet...page 4

11. Use of audio-visual aids:

	Not Enough Use	Too Much Use	About Right Amount of Use	Aids Almost Always Clarified Concepts	Aids Usually Clarified Concepts	Aids Sometimes Did Not Clarify Concepts
Films						
Transparencies						
Charts						
Slides						
Blackboard						

In what ways would you suggest that the visual aids might be improved? (Use specific examples of transparencies or films.)

12. Lecture and discussion:
( ) Too much lecture.
( ) Too much discussion.
( ) About the right amount of each.

13. Use of structured activities for learning in addition to lecture and discussion: role-playing, brainstorming, etc.
( ) Too many other methods were used.
( ) Not enough other methods were used.
( ) About the right amount of other methods were used to stimulate interest.

Form 7: Final Evaluation Sheet...page 5

14. Leadership

		Excellent	Very Good	Good	Fair	Poor
a.	How well were objectives stated?					
b.	How well did the leadership keep the sessions alive and interesting?					
c.	How well did the leadership use the blackboard, charts, transparencies, and other visual aids?					
d.	How well were individual sessions summarized?					
e.	How successfully did the leadership maintain a supportive atmosphere of trust and a helpful manner toward participants?					
f.	How well were the theoretical points covered, applied, illustrated, and made clear?					
g.	How well was the group involved?					

FOLLOW-UP

15. Would you attend another course at the post-MLS level?
( ) Yes ( ) No

Comment:

16. What would have made the sessions more effective?

17. Please list any problems you may have encountered in connection with taking the course, such as scheduling, meeting your individual needs, type of assignments given, etc.

18. What, in your estimation, were the strongest features of the course?

19. If it were up to you to rewrite and/or redesign the materials in the course, what changes would you make?

20. Additional comments:

FORM 8: VIEWER'S FILM CRITIQUE

Your Name____________________

Name of Film:____

Producer:____

Directions: Four numbers are placed between opposing opinions in answer to the questions that immediately follow. Please circle the number that best expresses your opinion.

1. What was your over-all impression of this film ?

Involving experience	4	3	2	1	Boring experience

2. How helpful do you consider this film in relation to your work-situation ?

Very helpful	4	3	2	1	Not very helpful

3. How helpful do you consider this film in relation to the content and objectives of this course ?

Very relevant	4	3	2	1	Not very relevant

4. Over-all do you feel that the film contributed to your knowledge in this area ?

Learned new concepts	4	3	2	1	Learned nothing that was new

Form 8: Viewer's Film Critique... page 2

5. Aside from learning (whether you felt you learned something new or not) do you feel the film presented concepts in a different perspective and thus was helpful to you ?

Brought out different points of view	4	3	2	1	Did not bring out any different points of view

6. To what degree to you feel this film would stimulate group discussion if used in a development program in your library ?

Very effectively	4	3	2	1	Not at all

7. How did this film compare to other films you have seen in this same area ?

Much better	4	3	2	1	Much worse

8. Would you recommend that this film is of sufficient value related to the objectives of this course that it be given class time to show to all course members ?

Definitely recommend for showing to whole group	4	3	2	1	Definitely do not recommend for showing to whole group

9. What did you like most about this film ?

____

____

____

Why ?___________________________________

____

____

Form 8: Viewer's Film Critique...page 3

10. What did you like least about this film ?

11. What do you feel you gained from viewing this film ?

12. How do you feel this film might help you in your present job situation ?

FORM 9: SUGGESTED SCHEDULE FOR PARTICIPANT INTERVIEW OF LEADER

You will have the opportunity to ask the leader any question relative to his current interests, library and teaching experience, in order to bring out resources that may be valuable to your learning during the course, as well as questions pertaining to the course and its content and relation to your library situation.

It is important that you ask all the questions that are of concern to you so that problems or differences of opinion may be brought into the open and dealt with.

It is important to bring out questions that indicate the leader's expectancies for the course and to compare those that you have in coming to the class, so that input can be obtained from you in an effort to match your learning expectancies with those of the leader.

Some areas about which you may wish to ask questions are the following:

1. His philosophy on creating opportunities in the work situation in which employees will have opportunities to grow and develop.

2. His role in the conduct of the class.

3. His ideas on evaluation of the participants; on the evaluation of the class.

4. His philosophy on how to approach the course to achieve maximum learning from the experience. What kind of methods will be used in presenting the course ?

5. His feelings about how much work is expected from outside the class in preparation for each session.

6. Anything else you think important in relation to the class.

Use reverse side of the sheet for your questions.

WORK ASSIGNMENTS
WORK ASSIGNMENTS
WORK ASSIGNMENTS
WORK ASSIGNMENTS
WORK ASSIGNMENTS
WORK ASSIGNMENTS
WORK ASSIGNMENTS

AID SUMMARIES: WORK ASSIGNMENTS

Introduction

In preparation for each session, work assignments have been designed for participants to describe some phase of their thinking, role, or practice in their library situations. Completing these assignments will not call for extensive reading or research. Their purpose is to direct the participant's thinking toward particular work-related concepts and possible solutions to the on-the-job problems. All work assignments are numbered consecutively according to their suggested chronological use, but leaders may wish to vary the order or the content as best meet the needs of their individual participants. Two optional assignments for possible use as substitutions for those numbered consecutively are also included.

Form 4 provides instructions to the participants on the way in which work assignments are to be completed. The relationship of work assignments to course units and class sessions is indicated in the Schedule Blocks that precede each of the four units in the Designs for Learning volume of the Leader's Handbook.

1 WORK ASSIGNMENT

UNIT 1

Human Resources in the Library System — Philosophy-Values

Letter Code _____ — Date ________________

WORK ASSIGNMENT 1

Webster, among his definitions of "philosophy," cites the following:

> A particular system of principles for the conduct of life:
> a study of human morals, character, behavior.

1. Using the above definition, describe, as you see it, the philosophy of management of:
   a. Top management in your library.
   b. Your own supervisor.
   c. Yourself, to your employees, to your fellow workers.

   Think carefully, and be specific in your responses. Deal realistically with these questions as opposed to what you think these things should be.

2. What, in your thinking, would be a desirable philosophy for you to have in working with people?

   What values do you see involved in your philosophy? List your values specifically.

3. What do you see, if anything, as significant or important in having a management/supervisory philosophy toward work? List specifically from your experience, how, why and what may be affected in terms of the work situation by a philosophy of work.

OVER

4. There are those who would describe the idea of "a philosophy of work" as "humbug" or "nonsense". What arguments would you list to support these views?

5. It has been said that all organizations are influenced externally and internally by social, political and economic considerations. If this is so, how do you see these factors affecting the philosophy of top management in your library? Yourself as supervisor?

6. In terms of your own experience, what influence does size of an organization, numbers of employees, have on the philosophy and operation of your library?

Human Resources in the Library System Organization-Interaction
Letter Code ________ Date ______________

WORK ASSIGNMENT 2

1. Discuss in detail the total organizational structure of your library. (Show diagram)

2. Discuss in detail the organizational structure of the section, etc., in which you work.

3. Describe how, in terms of your own experience, you and the group in your section interrelate with the total library.

4. How do you see your own particular work fitting in with the rest of the work in your section?

5. How do you see your own work fitting in with the rest of the library?

6. Describe the levels and types of interaction you have with:
   a. Your own section.
   b. With other sections and other parts of the whole library.

7. Discuss the various problems you encounter in getting your work done in this process of interaction.
   a. In your own section (activity).
   b. In the interaction between you and the other parts of the library.

8. Among the newer or younger employees that you have, how do you find they differ from the older employees? How would you describe these differences?

Human Resources in the Library System — Self-Goals -- Problems
Letter Code ______ — Date ________________

WORK ASSIGNMENT 3

1. When you entered college to get your B.A. or B.S. degree, what occupation did you plan to enter after graduation ?

2. What events or circumstances led you to make the decision to become a librarian ? Was your decision to become a librarian one of drifting into it: or a definite plan and objective to become a librarian ?

3. How old were you when you decided to become a librarian ?

4. What objectives are you seeking to accomplish as a librarian ?
   a. For your own self.
   b. For the library in which you work.
   c. For the public your library serves.

5. What are the obstacles you encounter in carrying out a, b, and c of item #4 ? List these obstacles specifically. Do you see these obstacles as ones that can be overcome ? If so, how do you think they can be overcome ?

2 WORK ASSIGNMENT UNIT 2

Human Resources in the Library System
Letter Code ___ Date ________________

Drives--Needs and Frustration

WORK ASSIGNMENT 4

1. What do you consider to be your major motivations in life ? Be specific.

2. What do you find to be the positive motivations in your present job ?

3. Describe your chief motivations, in terms of personality theory, for your present job situation.

4. What do you find as major and minor sources of frustration in your job situation ?

5. How do you adjust to these frustrations ?

6. Do you think your job description stifles you in your work ?

7. What elements would you introduce into your job to make it the kind of job you would enjoy doing ? Be specific.

8. What elements would you eliminate from your job to make it more ideal or pleasant for you ? Be specific.

9. How does your supervisor look upon your job description ?

2 WORK ASSIGNMENT

UNIT 2

Human Resources in the Library System
Letter Code ____
Date _______

Analysis of Employees
Relative to Understanding
Them.

WORK ASSIGNMENT 5

1. Describe fully each of your employees or your fellow workers.

2. What do you know about each of your employees. Describe fully.

3. Take each of your employees and describe their strengths -- their weaknesses.

4. Develop a plan for each of your employees to optimize their abilities, skills, and knowledges to make them more effective in your operation.

5. Describe the attitudes of each of your employees toward:
   a. their job (work)

   b. you as a supervisor

   c. the library as a whole

2 WORK ASSIGNMENT

UNIT 2

Human Resources in the Library System

Self as Personality: Estimate of Self (Impact on Others) and Anxiety

Letter Code __ Date _________

WORK ASSIGNMENT 6

1. How would you describe yourself as a personality ? What do you think are your good characteristics ? Your poor characteristics ?
2. Describe how you think your friends see or think of you.
3. How might people who dislike you (enemies) think about or describe you ?
4. What do you consider to be your strengths in working with people ?
5. What do you consider to be your weaknesses in working with people ?
6. What human elements in your work situation cause you concern ? Briefly outline how and what you do about these concerns.
7. What basic premises regarding human behavior does the arrangement of your library assume in terms of actions, attitudes, policies, rules and regulations ?
8. Write a description of a job-related incident or situation well known to you and in which the issue of anxiety is a major factor.
9. Based on your readings on the subject of anxiety, devise a practical plan indicating how you would deal with this particular type of situation.

2 WORK ASSIGNMENT

UNIT 2

Human Resources in the Library System
Letter Code ___ Date ______________

Work Environment Attitudes:
Goals

WORK ASSIGNMENT 7

Carefully analyze and evaluate your own working situation in terms of the following:

1. List the goals of higher management in your library. Obtain goals from administrator or policy book. Try to talk to management; let them know you want to know their goals for the library. (Might be difficult for them to articulate.)
2. Policies, rules, and regulations of higher management.
3. Attitudes of higher management toward employees, ways of doing things.
4. Attitudes of your supervisor toward you and the other employees in your group.
5. Your attitudes to your own employees. Describe your views about your present employees and how they work.
6. The methods and procedures of your section. Are they effective ? What is wrong with them ?
7. The environment (climate) in which you work. Is it a good climate ? a poor one ? Describe or elaborate on your view.

OVER

8. Do you feel your library is an effective and productive one? If yes, illustrate specifically why. If no, describe why it fails to be effective.

9. How do you find the newer or younger employees on your staff to differ from the older employees? How would you describe these differences?

3 WORK ASSIGNMENT

UNIT 3

Human Resources in the Library System | Headship vs. Leadership
Letter Code ________ | Date ____________________

WORK ASSIGNMENT 8

A person who is made a supervisor has, or should have, responsibility and authority. This is sometimes called "headship" conveying the idea of authority. How would you compare "headship" with the concept of leadership ?

Discuss the use of both of these concepts in terms of supervising people.

4 WORK ASSIGNMENT

UNIT 4

Human Resources in the Library System
Letter Code ______
Date ______________________

Estimates of Immediate Supervisor and Relationship to Self.

WORK ASSIGNMENT 9

1. What do you consider to be the major strengths of your present supervisor ?

2. What do you consider to be the major weaknesses of your present supervisor ?

3. Do you feel you have been able to "grow" in your job ? If you do, describe how. If you have not, describe why not.

4. What have you done, or are doing, for yourself, to help make yourself grow on the job ? Be specific.

5. Do you know what is expected of you on your job ?

6. Are there any standards of quality, quantity, or other factors specifically spelled out for your job in terms of what is required or expected of you ?

7. Do you have a job description of your work ? Do you consider it accurate ? Does it play a "role" in the way you do your work ? Or do you essentially ignore it and go about your work ?

8. Do you think your job description stifles you in your work ?

OVER

9. What elements would you introduce into your job to make it the kind of job you would enjoy doing? Be specific.

10. What elements would you eliminate from your job to make it more ideal or pleasant for you? Be specific.

11. How does your supervisor look upon your job description?

4 WORK ASSIGNMENT

UNIT 4

Human Resources in the Library System	Supervision -- Motivation
Letter Code __________	Date ____________________

WORK ASSIGNMENT 10

1. What should the role of the supervisor be in terms of motivating his employees ?

2. How would you as a supervisor go about motivating your employees ?

3. It has been said that motivation can only come from within the worker. How would you see this statement ? Would you agree or disagree ? State your position and justify it.

Human Resources in the Library System
Letter Code _______

Supervisory Needs
Date ____________________

WORK ASSIGNMENT 11

1. As a supervisor or a future supervisor, what kinds of knowledge, skills or abilities would you like to acquire ? Be specific.

2. What do you think are the most difficult problems that a supervisor has to contend with.

3. How do you see the "role" of a supervisor ?

4 WORK ASSIGNMENT

UNIT 4

Human Resources in the Library System
Letter Code ____________

Employee Participation
Date ____________________

WORK ASSIGNMENT 12

There is a great deal of discussion about employee participation in decision making. What is your evaluation and thinking about this problem ? Be specific in your analysis and discussion.

4 WORK ASSIGNMENT

UNIT 4

Human Resources in the Library System   Design Own Jobs
Letter Code ____   Date ____________________

WORK ASSIGNMENT 13

Take your own job and redesign it. Maximize your new job so that it will incorporate the kinds of things that you think will provide you with a more satisfactory job. Make a detailed comparison of the jobs. (Two columns: "present," and "new.")

4 WORK ASSIGNMENT

UNIT 4

Human Resources in the Library System Morale
Letter Code ________ Date ________________

WORK ASSIGNMENT 14

As a supervisor (or employee) how would you estimate or describe the morale of your section? What steps do you think could be taken to improve morale? Be specific.

4 WORK ASSIGNMENT

UNIT 4

Human Resources in the Library System   Self-Evaluation as a
Letter Code ____ Date ___________   Supervisor

WORK ASSIGNMENT 15

1. Evaluate yourself as a supervisor.

2. What factors do you consider to be your strengths. List these and elaborate on each one.

3. What factors do you consider to be your weaknesses as a supervisor ?

4. What do you consider to be your strengths as a person ?

5. What do you consider to be your weaknesses as a person ?

6. Discuss your views as a supervisor (or future supervisor) on the following:
    a. discipline
    b. giving orders
    c. training
    d. work standards
    e. evaluation of employees
    f. planning of the section's work
    g. coordinating the work of the sections
    h. organizing the work.

O WORK
ASSIGNMENT

OPTIONAL

Human Resources in the Library System Communications
Letter Code ________
Date ____________________

OPTIONAL WORK ASSIGNMENT 1

Discuss the matter of communications in your work place. Discuss the adequacy of communications in your section. Discuss the inadequacies you find. What would you recommend to improve the system as a whole, or overcome the inadequacies?

O WORK ASSIGNMENT OPTIONAL

Human Resources in the Library System
Letter Code ________

Informal Organization
Date ____________________

OPTIONAL WORK ASSIGNMENT 2

Do you have an informal organization in your section? If so, describe it. What values does it provide? What ill effects does it have? How does it affect the supervisor? Do you feel it ought to be eliminated?

HANDOUTS.HANDOUTS
HANDOUTS.HANDOUTS
HANDOUTS.HANDOUTS
HANDOUTS.HANDOUTS
HANDOUTS.HANDOUTS
HANDOUTS.HANDOUTS

AID SUMMARIES: HANDOUTS

Introduction

Each handout is keyed by a symbol to the section of the course for which it has been designed. H is the symbol for handout, and H-3:2, for example, would indicate that it was designed for use in Unit 3, the second handout suggested for that unit.

In order for the handouts to be most valuable as a learning aid, they should be distributed to each of the participants, therefore, they are assembled together here for easy accessibility. A few of the handouts are copyrighted materials and permission to use these for distribution should be obtained from the original publisher as indicated in the footnote at the bottom of the page indicating previously published materials. The other handouts created for use with this course should be duplicated in sufficient quantity in advance of the session in which they are to be used.

AID SUMMARIES: HANDOUTS

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H-1:1 CASE STUDY

Bill Lucian is Deputy Director and Assistant Chief Librarian at a large research library which serves members of the public as well as government officials and scholars from all over the world. He arrived at the library a few minutes after ten on Wednesday, later than usual because of an early morning dentist appointment, and immediately on arrival received word to report to the Director's office. He went right in but found Dr. Carmichael, the Director, on the phone. "Our library has always had a practice of non-discrimination," he was saying, "not only with regard to race, but also sex, religion, and national origin. Furthermore I have repeatedly told supervisors in the library that I will not tolerate discrimination of any kind." A few seconds later Dr. Carmichael concluded the conversation, hung up the phone and turned to Mr. Lucian. "That was the Morning Tribune," he muttered, "the city desk. They want to know what's going on here. And just a few minutes ago I had a similar call from Congressman Smallwood's office. The Congressman wants to know what's going on too, and he asked for statistics on the number of minority group employees in the library and the salaries they receive. Fortunately, we had that information prepared not too long ago in compliance with a government request." With those words, Dr. Carmichael fumbled through some papers on his desk, and then handed Mr. Lucian a document entitled "Minority Employment in the Library."

A half hour later Mr. Lucian slowly returned to his own office, carrying the document. He had learned from Dr. Carmichael that the library's shelf attendants -- all of whom were black --were on strike in the main reading room. They had been there since the library opened at 8:30 A.M. and they had held a press conference soon after, charging the library with discrimination against blacks, unfair employment practices, and not providing advancement opportunities for minority groups.

The library had received some complaints in the past about the work of the shelf attendants. Scholarly patrons, who were often told that the books they requested were not on the shelf and could not be located, would see the shelf attendants lounging around the halls laughing and joking, riding up and down the elevators, and congregating at the vending machines. They often concluded that the shelf attendants did not care about the library and spent as little time as possible looking for missing books.

Dr. Carmichael had told Mr. Lucian that he had to leave almost immediately to attend three days of important meetings in London. In view of the strike, however, Mr. Lucian could summon him from the meetings by telephone if necessary, but he sincerely hoped it would not be necessary. Dr. Carmichael had asked Mr. Lucian to find out exactly what was going on, to deal with the press and the Congressman's office, and to come up with two or three proposed alternative solutions to the problem by the time he returned from London. In addition, he had asked Mr. Lucian to make some suggestions for setting in motion the kind of long-range planning the library should undertake if similar crises were to be avoided in the future.

As Mr. Lucian passed the usually silent and scholarly main reading room, he heard loud singing and clapping. When he reached his own office, he sat down and wondered what to do first.

Attachment· Minority Employment in the Library

Handout H-1.1
Page 2

H-1:1
Attachment

MINORITY EMPLOYMENT IN THE LIBRARY
Analysis of Full-Time Employment

Category	Percent
American Indian	0
Negro	38
Oriental	2
Spanish surnamed	1
All other employees	59

		Percentage of Employees at Salary Range			
Salary Range	Total of Employees	Negro	Oriental	Spanish Surnamed	All other Employees
$ 4,326 - $ 8,065	732	76.4%	.14%	.27%	23.2%
6,938 - 12,337	1,327	45.2%	1.7 %	1.30%	51.9%
10,470 - 16,404	864	13.9%	4.3 %	.93%	80.9%
15,040 - 23,089	496	5.4%	4.8 %	2.0 %	87.7%
20,815 - 31,523	183	1.6%	3.3 %	1.1 %	94.0%
28,129 - 37,624	63	0%	1.6 %	0 %	98.4%

H-1:2 USE OF EMPLOYMENT GOALS AND TIMETABLES IN AGENCY EQUAL OPPORTUNITY PROGRAMS

Introductory Note: Through the goal-and-timetable programs for minority advancement monitored by the United States Civil Service Commission for federal agencies within the executive branch of the government, provision is made for past discrimination and guidelines provided for present and future equal employment opportunity. Plans worked out by the Civil Service Commission under presidential mandate, to require agencies under its jurisdiction to come up with plans for upgrading minority workers WITHIN the context of the merit system for public employment, are suggestive of ways and means by which other employers might develop action plans.

UNITED STATES CIVIL SERVICE COMMISSION
Washington, D.C. 20415

May 11, 1971

MEMORANDUM FOR HEADS OF DEPARTMENTS AND AGENCIES

Subject: Use of Employment Goals and Timetables in
Agency Equal Employment Opportunity Programs

Since the issuance of Executive Order 11478 by President Nixon, we have had discussions with agencies regarding the inclusion of numerical employment goals and timetables in equal employment opportunity action plans and instructions and we have approved their use in some agency action plans.

The purpose of this memorandum is to summarize and make clear our policy on this matter.

A "goal" is a realistic objective which an agency endeavors to achieve on a timely basis within the context of the merit system of employment. A "quota", on the other hand, would restrict employment or development opportunities to members of particular groups by establishing a required number or proportionate representation which agency managers are obligated to attain without regard to merit system requirements. "Quotas" are incompatible with merit principles.

The establishment of goals and timetables is a useful management concept and should be used where they will contribute to the resolution of equal employment opportunity problems. Affirmative action to attain goals must be carried out in the context of the merit system for public employment. The merit system is designed to assure a fair opportunity for all persons. The establishment of reasonable employment goals and timetables, as distinguished from mandatory quotas, in connection with minority employment, is compatible with this principle.

Some further amplification of this policy may be helpful to agencies:

1. When goals and timetables are appropriate

   Employment goals and timetables should be established in problem areas where progress is recognized as necessary and where such goals and timetables will contribute to progress, i.e., in those organizations and localities and in those occupations and grade levels where minority employment is not what should reasonably be expected in view of the potential supply of qualified members of minority groups in the work force and in the recruiting area and available opportunities within the organization. The skills composition of the minority group population in the recruiting area used by the organization and the occupational nature of the jobs in the organization must be considered. For example, professional positions are usually filled from a regional or national labor market while trades and clerical positions are usually filled from the local labor market.

2. Organizational considerations

   To be meaningful, goals and timetables should be developed according to organizational levels and components rather than establishing agency-wide goals which do not take into account local circumstances or occupational differences. In this way, detailed minority group statistics, such as those required by FPM Letter 290-3, will aid in identifying areas where additional affirmative action is required and can be translated into specific action plans for the level or component concerned.

3. Relation to manpower planning

To be valid, goals and timetables must be closely meshed with estimated turnover data and anticipated hiring as well as estimated changes in the total number of positions, occupation by occupation, for the period covered by the timetable.

4. Reasonableness and flexibility

Employment goals and target dates should be reasonable and flexible indicators for management action. If goals and timetables are reasonably and realistically established, they will probably be met through appropriate affirmative action. Where they are not met, the reasons for this should be assessed by agency management to see if the goals or target dates for their achievement should be adjusted or if additional affirmative actions are needed, including the further commitment of resources to agency recruitment and upward mobility efforts.

5. Relation to action plans

Goals and timetables, when established for an organization, should become one part of the organization's EEO action plan but are not sufficient in themselves. Since goals can be attained only through affirmative action, a broad range of specific action items should also be included as outlined in Section 2-5 of FPM Chapter 713.

6. Agency Actions

Goals and timetables must not be interpreted by managers and supervisors as quotas. Agency action plans and instructions involving goals and timetables must state that all actions to achieve goals must be in full compliance with merit system requirements. Agencies should provide guidance to installation managers on the establishment and proper use of goals and timetables and training should be provided to managers and supervisors regarding the purposes and use of goals and timetables.

The Commission reviews all agency-wide plans of action as they are revised and reissued. To the extent that we have suggestions for improvement to offer, we communicate with the agency. Where problems are noted which will lend themselves to resolution by establishing or updating numerical goals and timetables, we will include such recommendations in furtherance of the equal employment opportunity program.

In summary, we believe the use by agencies of employment goals and timetables in recognized problem areas in the manner described in this memorandum will be a useful means of encouraging affirmative action on equal employment opportunity and achieving the results to which we are all committed.

/Signed/ Robert E. Hampton

Chairman

H-1:3 EQUAL EMPLOYMENT OPPORTUNITY: SELECTED BIBLIOGRAPHY[1]

Calvert, Robert, Jr. Employing the Minority Group College Graduate: Recruiting, Evaluating Qualifications, Retaining Employees. (Garrett Park, Md.: Garrett Park Press, 1968).

As sources of special contacts with minority group graduates, author includes lists of predominantly Negro colleges and universities, newspapers and magazines, radio stations and intergroup organizations. Consideration given to Federal laws and agencies concerned with minority group employment and to the role of psychological testing.

Fine, Sidney A. Guidelines for the Employment of the Culturally Disadvantaged. (Kalamazoo, Mich.: W. E. Upjohn Institute for Employment Research, 1969).

Offers twelve guidelines starting with "Make a total commitment" and including "Pinpoint entry jobs..."; "Interview, don't test"; and "Keep counseling in the background."

Janger, Allen R. and Ruth G. Shaeffer. Managing Programs to Employ the Disadvantaged. (New York: National Industrial Conference Board, Inc., 1970). (Studies in personnel policy, no. 219).

An analysis of the ways in which approximately 100 companies manage their programs for employing the disadvantaged. Considers such areas as promotability, supervisory training, and manpower utilization. Seven company programs are analyzed in detail in part 2.

Nathan, Richard P. Jobs and Civil Rights; the Role of the Federal Government in Promoting Equal Opportunity in Employment and

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[1] The items listed and the annotations are taken from bibliographies recently prepared by the U. S. Civil Service Commission Library staff.

Training. (Washington, D.C.: Brookings Institution; U. S. Govt. Print. Off., 1969). (Clearinghouse publication, no. 16).

"This report examines the implementation of policies of the Federal Government to provide equal opportunity in private employment for members of minority groups." Covers the role of the Equal Employment Opportunity Commission, the contract compliance machinery and manpower programs and equal job opportunity. Recommendations for the future.

Prepared for U. S. Commission on Civil Rights.

National Association of Manufacturers. Effectively Employing the Hard-Core. An Aid to Companies Joining the Growing Effort of Industry to Help Resolve Basic Social Problems. (New York: National Association of Manufacturers, Urban Affairs Division, 1968).

The Urban Affairs Division of the National Association of Manufacturers surveyed companies nationwide to identify those which had developed successful and innovative hard-core employment programs. Guidelines based on their experiences are presented here.

U.S. Bureau of Manpower Information Systems, Manpower Statistics Division. Minority Group Employment in the Federal Government, May 31, 1970. (Washington, D.C.: U. S. Govt. Print. Off., 1970).

Coverage includes Negroes, Spanish-surnamed persons, American Indians, Orientals, Aleuts and Eskimos. Data represents all states except Hawaii, foreign countries, and U. S. territories except Puerto Rico.

Available from the U. S. Government Printing Office $.70.

________________. Study of Minority Group Employment in the Federal Government, November 30, 1969. (Washington, D.C.: U. S. Govt. Print. Off., 1970). (SM 70-69B)

Available from U. S. Government Printing Office $5.50.

U. S. Manpower Administration. Public Service Careers Program: A General Description. (Washington, D.C.: U. S. Manpower Administration, 1969).

By overcoming individual and institutional barriers in the public service, this new manpower program endeavors to secure jobs for the disadvantaged in Federal, state and local governments. Objectives also include the development and implementation of techniques for upgrading current employees. This general description of the Public Service Careers Program (PSC) is for use by the

staff at the Department of Labor in developing a PSC handbook and in working with other agencies.

U. S. Office of Economic Opportunity. Employment Programs for the Poor. A CAA manpower guidebook community action program. Rev. ed. (Washington, D.C.: U. S. Govt. Print. Off., 1969) (OEO guidance 6102-1)

Book is designed as a tool for local Community Action programs in planning manpower services for the disadvantaged. It gives steps to follow, program essentials and resources available for carrying out a manpower program.

U.S. Office of Federal Equal Employment Opportunity. How the Discrimination Complaints System Works. (Washington, D.C.: U.S. Govt. Print. Off., 1971). (Federal facts 10)

White, Leslie R. New Careers in Local Government: A Design for Action to Improve Local Government New Careers Opportunities. (Berkeley, California: Institute for Local Self Government, 1969).

Non-technical, step-by-step manual on job analysis techniques, selection and recruitment, development of career ladders, conducting a minority employee skills survey, and setting up a new careers program. Based on a 1968 New Careers Conclave sponsored by the Institute.

Financed in part under a grant from U. S. Manpower Administration.

Wilson, Margaret Bush, and others. A New Challenge: The Disadvantaged. (Chicago: Public Personnel Association, 1969). (Public employee relations library, no. 17).

A series of papers which treat of the utilization of the disadvantaged in the public service. Challenges, new approaches, policies, and effects are discussed. Several successful programs are described.

Contents: Organizing for action, by Margaret Bush Wilson and A. J. Wilson, Jr.; Public policy for the employment of the disadvantaged, by John M. Ducey; Capacity, credentials and careers, by Albert H. Aronson; The public image of the personnel department, by Franklin K. DeWald; Local policies and programs, by Solomon Hoberman.

Wilson, Michael. *Merit Systems: Hiring the Disadvantaged.* (Washington : Social Development Corporation, 1970).

A discussion of ways in which merit system procedures may be adapted to facilitate hiring the disadvantaged. Stress is on internal regulations that might be modified by agencies without legislative action. Subjects considered are job redesign, recruiting, examining, and suitability.

Prepared under contract with the Manpower Administration.

Young, Richard A. *Recruiting and Hiring Minority Employees.* New York: American Management Association, 1969).

Chapters describe realistically the problems, attitudes and anxieties of minority applicants as they face the various steps in the recruiting and hiring process. Techniques are suggested for welcoming the applicant, using the application blank, conducting the interview, testing, making reference checks, conducting the medical exam, and handling induction and orientation processes.

An additional suggestion is:

Mumford, L. Quincy. "Librarian's Statement on Work Stoppage at the Library of Congress, June 23, 24, 25, and 28, 1971," *Library of Congress Information Bulletin*, July 1, 1971, Appendix, p. A-103.

H-2:1 ADJUSTIVE REACTIONS TO FRUSTRATION, CONFLICT AND ANXIETY[1]

Adjustive Reactions	Psychological Process	Illustration
Compensation	Individual devotes himself to a pursuit with increased vigor to make up for some feeling of real or imagined inadequacy	Zealous, hard-working president of the Twenty-five-Year Club who has never advanced very far in the company hierarchy
Conversion	Emotional conflicts are expressed in muscular, sensory, or bodily symptoms of disability, malfunctioning, or pain	A disabling headache keeping a staff member off the job, the day after a cherished project has been rejected
Displacement	Re-directing pent-up emotions toward persons, ideas, or objects other than the primary source of the emotion	Roughly rejecting a simple request from a subordinate after receiving a rebuff from the boss
Fantasy	Day-dreaming or other forms of imaginative activity provides an escape from reality and imagined satisfaction	An employee's day-dream of the day in the staff meeting when he corrects the boss' mistakes and is publicly acknowledged as the real leader of the industry

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[1] Timothy W. Costello and Sheldon S. Zalkind, PSYCHOLOGY IN ADMINISTRATION: A RESEARCH ORIENTATION--TEXT WITH INTEGRATED READINGS (Englewood Cliffs, N.J.: Prentice-Hall, Inc., (c) 1963), pp. 148-149. Reprinted by permission of Prentice-Hall, Ind., Englewood Cliffs, New Jersey.

Adjustive Reaction	Psychological Process	Illustration
Identification	Individual enhances his self-esteem by patterning his own behavior after another's, frequently also internalizing the values and beliefs of the other; also vicariously sharing the glories or suffering in the reversals of other individuals or groups	The "assistant-to" who takes on the vocabulary, mannerisms, or even pomposity of his vice-presidential boss
Negativism	Active or passive resistance, operating unconsciously	The manager who, having been unsuccessful in getting out of a committee assignment, picks apart every suggestion that anyone makes in the meetings
Projection	Individual protects himself from awareness of his own undesirable traits or unacceptable feelings by attributing them to others	Unsuccessful person who, deep down, would like to block the rise of others in the organization and who continually feels that others are out to "get him."
Rationalization	Justifying inconsistent or undesirable behavior, beliefs, statements and motivations by providing acceptable explanations for them	Padding the expense account because "everybody does it."
Reaction-Formation	Urges not acceptable to consciousness are repressed and in their stead opposite attitudes or modes of behavior are	Employee who has not been promoted who overdoes the defense of his boss, vigorously upholding the company's

Adjustive Reaction	Psychological Process	Illustration
	expressed with considerable force	policies
Regression	Individual returns to an earlier and less mature level of adjustment in the face of frustration	A manager having been blocked in some administrative pursuit busies himself with clerical duties, more appropriate for his subordinates
Repression	Completely excluding from consciousness impulses, experiences, and feelings which are psychologically disturbing because they arouse a sense of guilt or anxiety	A subordinate "forgetting" to tell his boss the circumstances of an embarrassing situation
Fixation	Maintaining a persistent non-adjustive reaction though all the cues indicate the behavior will not cope with the problems	Persisting in carrying out an operational procedure long since declared by management to be uneconomical as a protest because the employee's opinion wasn't asked
Resignation, Apathy, and Boredom	Breaking psychological contact with the environment, withholding any sense of emotional or personal involvement	Employee who, receiving no reward, praise, or encouragement, no longer cares whether or not he does a good job

Adjustive Reaction	Psychological Process	Illustration
Flight or Withdrawal	Leaving the field in which frustration, anxiety, or conflict is experienced, either physically or psychologically	The salesman's big order falls through and he takes the rest of the day off; constant rebuff or rejection by superiors and colleagues, pushes an older worker toward being a loner and ignoring what friendly gestures are made

H-2:2 WIN AS MUCH AS YOU CAN TALLY SHEET[1]

Directions: For ten successive rounds you and your partner will choose either an "X" or a "Y." The "pay-off" for each round is dependent upon the pattern of choices made in your cluster:

4 X's:	Lose $1.00 each
3 X's:	Win $1.00 each
1 Y :	Lose $3.00
2 X's:	Win $2.00 each
2 Y's:	Lose $2.00 each
1 X :	Win $3.00
3 Y's:	Lose $1.00 each
4 Y's:	Win $1.00 each

Strategy: You are to confer with your partner on each round and make a joint decision. Before rounds 5, 8, and 10 you confer with the other diads in your cluster.

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[1] Source: J.William Pfeiffer and John E. Jones. A Handbook of Structured Experiences for Human Relations Training. Vol. 2. (Iowa City, Iowa: University Associates, 1970), p. 69.

	Strategy						
Round	Time Allowed	Confer with	Choice	$Won	$Lost	$Balance	
1	1 mins.	partner					
2	1 min.	partner					
3	1 min.	partner					
4	1 min.	partner					
5	3 mins. +1 min.	cluster partner					Bonus Round: Pay-off is multiplied by 3
6	1 min.	partner					
7	1 min.	partner					
8	3 mins. +1 min.	cluster partner					Bonus Round: Pay-off is multiplied by 5
9	1 min.	partner					
10	3 mins. +1 min.	cluster partner					Bonus Round: Pay-off is multiplied by 10

H-2:3 THE EFFECTS OF PUNISHMENT [1]

Common sense, as well as the traditions of our society, suggest that the opposite of reward is punishment. Sometimes psychological research confirms common sense, in this case it does not. Research indicates that, seen from the point of view of reinforcement theory, the effect of punishment is not simply the opposite of reward. Reward tends to increase the probability of a response's future occurrence; the effect of punishment cannot be said, unequivocally, to decrease its probability. In some cases, it may even increase the likelihood of the occurrence of a response by singling it out in an effective fashion, for example, a child who discovers the significance of a swear word in his vocabulary because he was drastically punished for using it may often use it more frequently in the future, although not in his parents' presence; it may even be used more with the parents around, because the need involved may be to get attention and the parents' response reinforces this. Here, what was administered and perceived by the parent as punishment is experienced as reward by the recipient.

Many years ago, Thorndike demonstrated in a controlled experiment that a simple punishment (telling the subject he was wrong) did not weaken the strength of the punished response. Quite the contrary, in his research the punished responses tended to occur somewhat more frequently than non-punished (but also, nonrewarded) responses.

The Thorndike research doesn't reveal the full picture. If we are seeking a way to find punishment to be the opposite of reward, perhaps, the answer can be found by saying the impact of reward on behavior is simple (it reinforces it); the impact of punishment on behavior is complex. There is research to suggest that punishment under differing circumstances may function in any of the following ways: (1) increase the occurrence of undesired behavior (Thorndike); (2) cause undesired behavior to last longer (Estes); (3) have a short-lived deterrent effect (Estes); (4) cause the individual to vary his behavior at the impact of punishment but not control the direction of the variability (Whiting and Mowrer); (5) tend to arouse negative feelings that often serve as the instigation for even less desired behavior; and, finally and, in a sense confusingly, (6) mild punishment may help improve behavior by at least providing negative feedback on performance, thus calling the individual's attention to incorrect behavior (Stevenson, Weir, and Zigler). Experience also suggests that severe punishment will deter specific behavior but usually with many negative side effects.

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[1] Timothy W. Costello and Sheldon S. Zalkind, PSYCHOLOGY IN ADMINISTRATION: A RESEARCH ORIENTATION--TEXT WITH INTEGRATED READINGS (Englewood Cliffs, N.J.: Prentice-Hall, Inc. (c) 1963), pp. 215-216. Reprinted by permission of Prentice-Hall, Inc., Englewood Cliffs, New Jersey.

In the face of these variations in the effect of punishment on behavior, the reason can be seen for our suggesting to administrators: that reward will be more useful in trying to change behavior than punishment will. The results are more predictable when reward is used. The administrator has to make possible the positive reinforcement of right responses. Where incorrect or undesired behavior occurs, the suggestion is that it be ignored (in cases where desired or correct behavior is being reinforced). If the latter condition does not exist, punishment when used should be mild -- a simple verbal statement, for example, "that is wrong," "that is not wanted," and punishment should be viewed as simply a signal to the individual to help him know right from wrong, good from bad behavior. Where punishment is tried it will be useless and occasionally harmful, unless help is provided to direct the person to the right response that must then be reinforced. There are often dozens of wrong ways for people to do things; the administrator can guide others to the right responses only by reinforcing them.

H-2:4 THE EFFECTS OF ANXIETY [*] [1]

Slight Anxiety	Moderate Anxiety	Severe Anxiety
General alerting	Less spontaneity	Organization of behavior breaks down
Increased sensitivity to outside events	Rigidity, reliance on "safe" habitual responses	Inability to distinguish between safe and harmful stimuli
Physiological mobilization	Reduced ability to improvise	Stereotyped, unadaptive, random-appearing patterns
Effective integration of behavior	More effort needed to maintain adequate behavior	Irritability, distractability
Increase in ability for productive behavior	Narrowing and distortion of perception	Impaired learning, thinking

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[*] These generalizations are drawn from many studies including Cannon, 1939; Liddell, [illegible]944; Combs, 1952; Ausubel and others, 1954; Basowitz and others, [illegible]55.

[1] Timothy W. Costello and Sheldon S. Zalkind, PSYCHOLOGY IN ADMINISTRATION: A RESEARCH ORIENTATION--TEXT WITH INTEGRATED READINGS (Englewood Cliffs, N.J.: Prentice-Hall, Inc., (c) 1963), p. 156. Reprinted by permission of Prentice-Hall, Inc., Englewood Cliffs, New Jersey.

H-3:1 COMPETITIVE VS. COLLABORATIVE BEHAVIOR[1]

EFFECTIVE COMPETITIVE BEHAVIOR	EFFECTIVE COLLABORATIVE BEHAVIOR
1. Directed toward personal goals	1. Directed toward goals held in common.
2. Secrecy	2. Openness
3. Accurate personal understanding of one's own needs but hidden from or misrepresented to others	3. Accurate personal understanding of one's own needs and accurate representation of them to others.
4. Unpredictable strategies, using element of surprise	4. Predictable. Behavior may be flexible but is not designed to take others by surprise
5. Threats and bluffs	5. No threats and bluffs
6. Any kind of arguments may be used to defend position if committed to it: logical, nonrational, and irrational.	6. Views defended by logical and innovative processes if convinced of their validity.
7. In group situations, tendency to communicate bad stereotypes of others, ignore logic of others, impugn others' motives and arouse group hostility.	7. Ideas are given consideration on their merit regardless of source. Stereotypes dropped. Positive feelings about others are both cause and effect of collaboration.

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[1] Based on David A. Kolb, Irwin M. Rubin, and James M. McIntyre, Organizational Psychology: An Experiental Approach (Englewood Cliffs, N.J. Prentice-Hall, (c) 1971), p. 185. Adapted by permission of Prentice-Hall, Inc., Englewood Cliffs, New Jersey.

H-3:2 IN-BASKET PACKET

Item A

Instructions for Participants

YOUR SITUATION:

Please place yourself in the position of Barbara Bates, Head of the Middle City Public Library. Please respond to each of the four items in your in-basket accordingly.

You have held the position of Director of the Middle City Public Library for nearly five years. You are at least 10 years younger than your assistant directors or any of the key members of your staff. Previously, at other, larger libraries, you served as head of a reference department, as a cataloger, and just prior to taking this position, as a director of public relations.

Today is Tuesday, November 12. The time is 1:30 p.m. At 2:10 you must leave in order to speak at the Middle City Junior College in connection with a "Careers Day" conference. You have not been in your office since Wednesday, November 6. All morning you have been at the monthly budget review meeting held at the City Hall. You have just come into your office, which overlooks the driveway and front entrance to the library, to see if anything needs your immediate attention.

Your secretary, Sandra Strong, has been placing mail, memoes, and other communications in your in-basket. Sandra however is not in the library office when you come in. You remember that she was scheduled to go to an inservice training meeting early this afternoon.

YOUR ASSIGNMENT:

As Barbara Bates, within the 40 minutes available to you, take whatever action on each item in your in-basket that you consider to be appropriate, indicate your decision on each item in writing, stating whether:

1. You are taking action now -- and if so, what action (if it is to answer the letter, then write out your letter and sign it)
2. You are leaving the action to someone else -- and if so, to whom, and why ?
3. You are postponing action for approximately how long, and why ?
4. In summary, in each case write the letters or memoes you feel necessary and sign your name to them.

You are to make some decision on each item.

REMEMBER:

You are Barbara Bates, and you must have your work done by 2:10 p.m. Make any assumptions that you believe to be reasonable in order to fill in information not stated on this sheet or in the in-basket items.

When you finish your response to an item, fasten it to the in-basket correspondence.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Nov. 3	Nov. 4	Nov. 5	Nov. 6	Nov. 7	Nov. 8	Nov. 9
Nov. 10	Nov. 11	Nov. 12 Today	Nov. 13	Nov. 14	Nov. 15	Nov. 16
Nov. 17	Nov. 18	Nov. 19	Nov. 20	Nov. 21	Nov. 22	Nov. 23
Nov. 24	Nov. 25	Nov. 26	Nov. 27	Nov. 28	Nov. 29	Nov. 30

Item B

OFFICE COMMUNICATION

URGENT!!!!!

Date: November 11

To: Miss Bates

From: Sandra

Out of the blue a long distance call came from Washington, D. C., from the Executive Director of the National Endowment for the Humanities. They want you to contact them immediately. As I got the message they have funds for the cultural uplift of communities and all sorts of institutions have applied by NO PUBLIC LIBRARIES. They want at least one public library program and because of our programs for various minority and cultural groups in the community two years ago, which were varied in the different branches according to the needs of the particular community, they want us to write a proposal immediately that will be beneficial to a large segment of our population and at the same time be popular enough so that it will attract large audiences.

The number to phone in Washington is Area Code 202-244-3300, and ask for Dr. Rogers (Richard, I think). You are to send some brief outline of the type of proposal you intend to submit (if you decide to do this) and get it off at once. In the meantime you can phone for more details.

I almost forgot a most important condition. In order to have our proposal considered, it has to be in Washington by Friday, November 22, by the absolute latest !

Item C

November 5, 19xx

Miss Barbara Bates
Librarian
Middle City Public Library
Civic Center
Middle City, Texas

Dear Barbara:

For some time I have been thinking that we should do something about continuing education in our state for librarians who either cannot get away to more distant places, even if opportunities were available, or who cannot afford the cost of such programs.

On Thursday afternoon, November 14, we are having an executive board meeting of the State Library Association, and I would like your ideas by that time in order to present them with others so a final decision can be made. Your support, as a former president of the association, and the support of your library in possibly playing host to some of the workshop sessions (if this is the road we decide to take) might make the difference between getting the program approved or having it postponed for another year when another administration comes in.

I'm counting on you, Barbara, to get me your suggestions and to let me know how deeply committed you are willing to be in regard to plans for continuing education for our state.

Cordially yours,

Ona T. Ball, Director
Sam Houston Regional Library

OTB/jk

President, Texas Library Association

Item D

November 4, 19xx

Miss Barbara Bates
Librarian
Middle City Public Library
Civic Center
Middle City, Texas

Dear Barbara:

We now have our system worked out so we feel sure that we can provide you quickly, regularly and efficiently with a book catalog made from our MARC II tapes. We could provide you regularly with updated sheets. The price that we discussed last week, however, we cannot cut any lower.

Our embarking on such a program for other cities in the state would hinge on whether or not you plan to come into the system, because without the large amount of work you would be giving us there would not seem enough volume to make it feasible to enter into the project for other cities in the state.

We should know by November 14 at the very latest what your final action is in this regard. We are hoping you will answer in the affirmative, as it will mean so very much impetus to the development of a comprehensive information network system in our state -- not to mention that it will probably put us way out ahead of any other states!

Cordially yours,

Harvey E. Hunt
State Librarian

HEH:sas

Item E

November 10, 19xx

Miss Barbara Bates
Librarian
Middle City Public Library
Civic Center
Middle City, Texas

Dear Miss Bates:

I am a taxpayer and have always taken pride in our public library. However, when I visited there last Friday night I was greatly disturbed to find on the open periodical shelves copies of *Evergreen* and *Quicksilver Times.*

Unless you remove these magazines immediately from the open shelves and circulation of any kind, I will bring suit against the library for misuse of public funds. I was so upset by this discovery that I went immediately to the *Post-Dispatch* and have urged them to put a story in the paper so other citizens could be aware of what kind of materials are being purchased with our public funds, and can do something to stop your buying and displaying these publications.

Sincerely yours,

(Mrs.) Alma J. Droit

423 Willow Road
Middle City, Texas

Item F

November 9, 19xx

Miss Barbara Bates
Librarian
Middle City Public Library
Civic Center
Middle City, Texas

Dear Miss Bates:

You'll probably think it's funny getting a letter from a guy in prison, but Rev. McAdam, our chaplain, said it was worth a try.

I have served three and a half years on a ten year sentence and I'll not tell you the details of that. But the point is that most of us are idling away our time here with nothing positive to think about. Most of the guys plan in great detail how when they get out they can pull off future jobs and not make the mistakes that landed them here this time.

Thanks to Rev. McAdam who got hold of me right after I got here and helped to show me how to put myself together, I would like to use my time in thinking about things or learning something that might really help me when I get out. The point is there are no decent books in our so-called library that can help in this way at all.

I am asking you to consider working out some deal so that the prison can get a library that will not only pass away the long hours, but might be of some help to us later too.

Rev. McAdam said he would drop by your office and talk about working this out, but I know he is busy, and in case he doesn't get to see you, I wanted to ask you directly for help.

Yours truly,

Miles Smith

Miles Smith

Box 685
Stoneville, Texas

H-3:3 DIRECTIONS FOR ATTITUDE STUDY

I. State your position, either positive or negative, on a controversial issue that you feel strongly about. Examples: The war in Viet Nam, law and order, gun control, capital punishment, etc. (See next sheet.)

II. Reasons: State your reasons for taking this stand. Justify your position. (See next sheet.)

III. Basic Underlying Forces

Now delve deeply into your personality and character and list the forces that shape or have shaped your underlying attitudes that are reflected in the above "position statement" and the reasons listed. (See next sheet.)

NOTE: This exercise is for your own use only. No one else will read this paper. Please be completely candid and honest in your answers.

H-3:4 ATTITUDE STUDY

Position

I am strongly in favor of
strongly opposed to ________________________________

Reasons:

____

____

____

____

____

____

Basic Underlying Forces:

____

____

____

____

____

____

____

H-3:5 SAMPLE ATTITUDE STUDY[1]

I. Position

I am strongly in favor of strict gun registration and sales provisions.

II. Reasons

A. The registration would aid police in keeping track of guns and stolen guns just as car licenses do now.

B. People no longer need guns for food or self-protection as in the days of the old West. Guns kept around the house "for protection" lead to many accidental deaths.

C. I am opposed to hunting for sport. I think the German concept of gun clubs where guns are kept until the owner comes to shoot targets is much the best idea.

D. I have more faith in the American form of government than to believe that registration will inevitably lead to confiscation. I think that is hysterical thinking promoted by the vested interests, such as the National Rifle Association.

III. Underlying Forces

A. My family background was such that I never knew of my father going hunting. I learned later he had hunted before I was born but there was never a gun in our house while I was at home. As a family, we were very active in Girl Scout work and put heavy concentration on wild life study and conservation. This is why I am opposed to hunting.

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[1] Micki Jo Young, "Public Relations for Librarians: A Course of Study." Unpublished Master's Research Paper, The Catholic University of America, Washington, D.C., 1969, pp. 296-297.

B. I was brought up in a midwest, middle-class environment (neighborhood, schools, etc.) where there was great trust put in the American way of life. I have faith in the police and the federal government.

C. After eight years as an Army wife, I am quite adjusted to the socialized concept of living. While weapons are a major part of the military, their issuance and use are highly regulated.

D. I am very religious but more in the naturalist (Emerson-type) vein than the organized denominations. This has made me put even higher value on wild animals and nature as a whole.

E. I am quite emotional. I feel compassion and I am in general very tender-hearted. The death of any animal is very upsetting to me. I also abhor people who enjoy violence and build their ego acting tough, in this case by owning and flaunting a gun.

H-3:6 INSTRUCTION AND SCORING SHEET FOR TOWER BUILDING[1]

Form groups of 6. Within each group, divide into teams of 3 (team A and team B). Each team should choose a leader. The leader will serve as manager, the other 2 members as workers.

The task for each worker is to build as high a tower as possible using the building materials provided. The workers are to be blindfolded and must work only with their nondominant hand (i.e., a right-handed person must use only his left hand). Blocks must be stacked singly one on top of the other, with no double block foundations.

The game has four rounds, and is played twice. First team A builds towers while team B observes, and then team B builds while team A observes.

Goal Setting and Scoring: At the start of each round, the team manager should state the goal he has set for each of his workers, and record it on the score sheet. The score for each worker will be determined by how accurately the established goal meets the tower he has actually built. If the goal is set at 10 blocks and the tower is 8 blocks, the worker's score is zero. If the goal is 10 blocks and the tower is 12 blocks, the worker's score is 10. The team with the highest score wins.

If the tower collapses, the round is over and the score is zero.

Time: There is no time limit for the first two rounds. The last two rounds are to be three minutes each.

Promotion: After the third round, the manager must promote one of his workers to the position of manager. That person then becomes manager giving his blindfold to the former manager who becomes one of the workers. The new manager then directs the goal setting and production in the last round.

After the four rounds are complete and the score for team A recorded, team B should then prepare to build while A observes.

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[1] Adapted from David A. Kolb, Irwin A. Rubin, and James M. McIntyre, Organizational Psychology: An Experiental Approach (Englewood Cliffs, N.J.: Prentice-Hall, (c) 1971), pp. 233-235. Adapted by permission of Prentice-Hall, Inc., Englewood Cliffs, New Jersey.

TOWER BUILDING
SCORE SHEET

G = Goal
S = Score
T = Total

	Untimed Rounds						Untimed Rounds (3 min.)						
Team	Round One			Round Two			Round Three			Round Four			Total Score
	G	S	T	G	S	T	G	S	T	G	S	T	
A 1													
2													
B 1													
2													

H-3:7 OBSERVER'S GUIDE[1]

As you observe the tower building team in action, try to determine the following:

1. The team leader's approach to goal setting.
2. The amount of freedom individuals are allowed in setting their own goals.
3. Ways in which different approaches to goal setting affect team score.
4. What managerial style seems most effective? Why?
5. Are some managerial styles more effective in the timed rounds, and others more effective in the untimed rounds? If so, how would you account for the difference?
6. How are decisions made?
7. On what criteria is the promotion decision made?
8. How does the promotion affect the team's performance?

Make notes on your observation below and on the reverse of the handout, if necessary.

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[1] Adapted from David A. Kolb, Irwin A. Rubin, and James M McIntyre, Organizational Psychology: An Experiental Approach (Englewood Cliffs, N.J.: Prentice-Hall, (c) 1971), p. 237. Adapted by permission of Prentice-Hall, Inc., Englewood Cliffs, New Jersey

H-3:8 WHAT DO YOU EXPECT FROM YOUR JOB?[1]

Please read the following list of job expectations carefully. In the left hand column, next to each of the items, write in the number of the "expectation" you consider most important to least important. The most important "expectation" will carry the highest number (i.e., #11) whereas the least important will carry the lowest (i.e., #1) with other expectations ranging in between. All items must receive a number, and each number (from 1 to 11) may be used only once.

Rank Order	Expectation
________	1. To earn as much money as possible.
________	2. To work as short a work-week as possible.
________	3. To be and to keep on good terms with my immediate supervisor.
________	4. To be kept in the picture about what is happening in the library.
________	5. To be on good terms with my colleagues.
________	6. To have an interesting and challenging job.
________	7. To have good working conditions.
________	8. To receive full appreciation for work done.
________	9. To have a secure job.
________	10. To have chances of promotion and growth within the library.
________	11. To experience a feeling of achievement.

DO NOT SIGN YOUR NAME

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[1] Based on D. I. Colley, "Training: The Theoretical Background," Library Association Record 72:349-350, November, 1970.

H-4:1 TWO BROTHERS[1]

"My father," said Ora, "was a sloppy, lazy, booze-hoisting old bum, and my mother didn't know much besides cooking, and she was too busy to give me much attention, and the kids I knew were a bunch of foul-mouthed loafers that used to hang around the hoboes up near the water tank, and I never had a chance to get any formal schooling, and I got thrown on my own as just a brat. So naturally I've become a sort of vagabond that can't be bored by thinking about his 'debts' to a lot of little shopkeeping lice, and I suppose I'm inclined to be lazy, and not too scrupulous about the dames and the liquor. But my early rearing did have one swell result. Brought up so unconventionally, I'll always be an Anti-Puritan. I'll never deny the joys of the flesh and the sanctity of Beauty."

"My father," said Myron, "was pretty easy-going and always did like drinking and swopping stories with the Boys, and my mother was hard-driven taking care of us, and I heard a lot of filth from the hoboes up near the water tank. Maybe just sort of as a reaction I've become almost too much of a crank about paying debts, and fussing over my work, and being scared of liquor and women. But my rearing did have one swell result. Just by way of contrast, it made me a good, sound, old-fashioned New England Puritan."

---

[1] Sinclair Lewis, Work of Art (New York: Doubleday, Doran, 1934), pp. 310-311.

H-4:2 GUIDELINES FOR ANALYZING A MANAGER'S STYLE

1. What seems to be the person's basic philosophy regarding his attitude toward those who work with him?

2. Which of the motivational theories we have studied seems closest to his, and in what ways?

3. If you had been the administrator (or appointing body) responsible for selection, would you have selected him, or her, for the position of leadership in which he gained prominence? On what logical assumptions would you have made your decision?

4. In what way do you feel his style of leadership is effective on a long term basis? On a short term basis?

5. How does the manager provide for the development of personnel in his organization?

6. If you were acting as a consultant to him, how would you advise him to become more effective as a manager?

7. From the material you have found about the manager you studied, did you learn anything about his strategy of selection?

8. What type of selective use of power, based on knowledge of the manager's information about the system involved, does the manager use?

9. What are the perceptual and motivational consequences of the decision-making process as practiced by this individual?

H-4:3 FACTORS WHICH MOTIVATE ME[1]

Please indicate the five items from the list below which you believe are the most important in motivating you to do your best work.

Please do not put your name on this questionnaire. Place a check by five of the factors which you feel are most important in motivating you in your work. No effort should be made to stratify or place these five factors in order of importance.

1. ____________ Steady employment
2. ____________ Respect for me as a person
3. ____________ Adequate rest periods or coffee breaks
4. ____________ Good pay
5. ____________ Good physical working conditions
6. ____________ Chance to turn out quality work
7. ____________ Getting along with others on the job
8. ____________ Having a local house organ, employee paper, bulletin
9. ____________ Chance for promotion
10. ____________ Opportunity to do interesting work
11. ____________ Pensions and other security benefits
12. ____________ Having employee services such as office recreational and social activities
13. ____________ Not having to work too hard
14. ____________ Knowing what is going on in the organization
15. ____________ Feeling that my job is important
16. ____________ Having an employee council
17. ____________ Having a written description of the duties in my job
18. ____________ Being told by my boss when I do a good job
19. ____________ Getting a performance rating, so I know how I stand

---

[1] Alexandria Project Group, "Group Project and Group Analysis," A Project for Dr. Gordon Lippitt, B and PA 207. Washington, D.C.: George Washington University, 1969. Unpublished research report.

20. ______________ Attending staff meetings
21. ______________ Agreement with organization's objectives
22. ______________ Large amount of freedom on the job
23. ______________ Opportunity for self-development and improvement
24. ______________ Chance to work not under direct or close supervision
25. ______________ Having an efficient supervisor
26. ______________ Fair vacation arrangements
27. ______________ Knowing I will be disciplined if I do a bad job
28. ______________ Working under close supervision

H-4:4 THE MIX MODEL BY ARGYRIS[1]

Chris Argyris, Professor, School of Education, Harvard University (formerly Professor, Department of Industrial Administration, Yale University) has written of an abstract contruct of organization which would apply to any type of organization, whether it be a government bureau, a school, a library, or a business firm. He bases his model on the following essential properties of any social organism:

1. The pattern of parts
2. The whole is maintained through the interrelatedness of all the parts in the pattern. No one part (or subset of parts) completely controls or dominates the whole. The "interrelatedness of parts" refers to the mechanisms by which parts contribute or receive help from the other parts.
3. The achievement of goals or objectives.
4. The parts and their interrelationships change to cope with, and adapt to, new stimuli influencing the internal organization
5. The organization has sufficient control over its environment to maintain its own discreteness.

Each of these essential properties of organizations implies certain conditions. For example, the first property assumes that instead of a plurality of parts, an organism is characterized by a patterning of parts. Instead of the whole being created or directed by the actions of one part or subset of parts, it is created through the interrelationships of all the parts.

This leads to the possibility that each property of the construct organization may be conceptualized as a dimension. One end of each dimension would be a point of maximum possible expression of one aspect of the property (for example, plurality). On the other hand would be a point of maximum possible expression of the opposite situation (for example, patterning).

---

[1] Chris Argyris, Integrating the Individual and the Organization (New York: Wiley, 1964), pp. 149-150. Reprinted by permission of John Wiley & Sons, Inc., New York, New York.

"From the definition of the construct organizations, it seems plausible to infer six dimensions, which are outlined in the table below."

	Away from the Essential Properties	Toward the Essential Properties
1.	One part (subset of parts) controls the whole.	The whole is created and controlled through interrelationships of all parts.
2.	Awareness of plurality of parts.	Awareness of pattern of parts.
3.	Achieving objectives related to the parts.	Achieving objectives related to the whole.
4.	Unable to influence its internally oriented core activities.	Able to influence internally oriented core activities as "it" desires.
5.	Unable to influence its externally oriented core activities	Able to influence externally oriented activities as "it" desires.
6.	Nature of core activities influenced by the present.	Nature of core activities influenced by the past, present, and future.

H-4:5 LIBRARY A -- SOME ORGANIZATIONAL NOTES

Objectives:

1. To learn the supervisor's role in the development of those under his supervision.
2. To determine a means by which the individual employee can be evaluated.
3. To develop a list of predictions you can make about "OUR" organization, assuming the organization is run as depicted in the description of your organization outlined below.
4. To help you discern research methods which will enable you to increase your knowledge in the general area of personnel development.

Notes on Organization of Library A.

Planning:

The planning and goal setting is done by the head of the library with some guidance from the board and with, on occasion, some of top managers.

Methods of achieving goals are dictated by the head of the library.

Decision Making:

Done almost entirely by the head of the library; even most department heads have little weight or involvement in the decision making process. No opportunity is provided for feedback on the decisions that are met and implemented.

Standards:

Defines what standards should be and tries to coerce employees into meeting them.

Crisis situations:

By force of personality tries to move employees to meet crises. If all else fails, uses threats and coercion.

Performance:

Checks up continually on subordinates' performance to see if his instructions have been carried out to the letter. If things go amiss, a great deal of time and energy is spent in trying to "fix" the blame on someone.

Development:

Programs as manufactured by the head of the library or the director of personnel. No emphasis on training the best people for fear they may move out to other systems.

Discipline:

Disciplines subordinates for infractions of minor and major rules and poor performance; head sets his own behavior before them as an example.

Innovation:

Any new ideas come directly from the head librarian; innovation or creativity from others in the organization is not encouraged; in fact, it is discouraged.

Policy on Evaluation of Employees:

1. The use of a formal position description which spells out -- often quite minutely -- the responsibilities of the job, determines the limits of authority, and provides each individual with a clear picture of what he is supposed to do.
2. Day by day direction and control by supervisor within the limits of the formal job description. The supervisor assigns tasks, supervises their performance, and gives recognition for good performance and criticizes poor performance, corrects mistakes.
3. A periodic formal summary of the subordinates' performance by the superior is made, using some kind of a standard rating form. The form will include judgments covering quantity and quality of work; his attitudes toward work and toward the library; will include personality characteristics; his reactions under stress, and his overall potential.
4. A session in which the superior communicates his judgments to the subordinate, discusses the reason for them, and advises the subordinate on the ways he needs to improve.
5. The use of formal appraisal by others (sometimes combined in same interview) in the administration of salaries, promotions, management development programs.

Predictionnaire:

After studying the organizational notes, develop a presentation to be given by one member of your group, assuming your organization would be run as depicted on these sheets. Consider the following factors:

1. The extent to which the members are motivated to meet stated objectives.
2. The feelings of the members in your library toward the head librarian.
3. The expected satisfaction or dissatisfaction of the members.
4. The turnover that might be expected.
5. What are your opinions about the items on this sheet?

H-4:6 LIBRARY B -- SOME ORGANIZATIONAL NOTES

Objectives:

1. To learn the supervisor's role in the development of those under his supervision.
2. To determine a means by which the individual employee can be evaluated.
3. To develop a list of predictions you can make about "OUR" organization, assuming the organization is run as depicted in the description of your organization outlined below.
4. To help you discern research methods which will enable you to increase your knowledge in the general area of personnel development.

Notes on Organization of Library B

Planning:

People at all levels are involved in identifying and setting objectives.

Methods of achieving goals are worked out by individual work groups involved.

Decision Making:

Supervisor works with subordinates to identify problems and the group makes decisions on problems directly related to their jobs.

Standards:

Work groups are assisted in setting their own standards.

Crisis Situations:

By continual planning and work-solving meetings, crises tend to be averted before they develop.

Performance:

Employees are educated to check their own performance.

Development:

Employees are given freedom to find the needs of the group and help in planning programs and activities to further their growth and development. Employees are provided with means of taking advantage of opportunities they need for development.

Discipline:

Conflicts are mediated by fair and rational interpretation of rules; logical consequences of violating them are explained. Supervisors themselves see if something in their behavior is causing discipline problems.

Innovation:

Employees at all levels are urged to be creative and all ideas submitted are reviewed by a committee to make recommendations if they should be implemented.

Policy on Evaluation of Employees:

It is recognized that the man has an impact on the job, and that it is doubtful if any job is performed the same way by any two incumbents, or by the same person over any long period of time. Recognition that position descriptions do not produce clarity in understanding of the job to be done. Recognition that a position description can only be precisely defined for a particular incumbent in a given job.

Some assumptions made are:

1. Recognition that appraisal check-off forms are subjective and that while they can probably discriminate between the very good and the very bad, the margin of error possible is great.
2. How the employee does is to a considerable extent due to how he is being supervised, and there is no provision for showing this on the forms.
3. How the forms are to be used has a great bearing on how honestly they are filled out.
4. It has been found that the formal appraisal interview has a tendency to demotivate rather than motivate in 82 per cent of cases studied.
5. The formal appraisal interview places the supervisor in a position of playing judge, and when he plays judge, he cannot serve also as a counselor.

Therefore the target-seeking approach has been developed in a deliberate effort to link improvement with the satisfaction of higher-level ego and

H-4:7 PERSONNEL SERVICE RATING REPORT: (A.L.A)[1]

Revised Edition

LIBRARY ADMINISTRATION DIVISION, AMERICAN LIBRARY ASSOCIATION

Based on the work of the Subcommittee
on Service Ratings of the former ALA Board
on Personnel Administration

INSTRUCTIONS

A job analysis answers the question:
"What does he do?"

A service rating answers the question:
"How well does he do it?"

A rating system is not a fixed or total measuring instrument: it is limited by human judgment. It is valuable as a tool for supervisors and employees in reviewing job performance and in determining specifically where improvements or changes may be needed.

This general form is designed to be used for many types of library work; therefore all items do not apply to all ratees. Other questions may need to be added. Changes may be needed to make the form applicable to some personnel.

Begin by listing the Major Duties and Responsibilities of the individual's position on page 2. (The evaluation columns related to the listed duties and responsibilities on page 2 are to be completed only *after* the Factors on pages 3-5 have been rated.)

Factors which pertain to performance, qualities, and abilities are listed on pages 3-5. Four gradations ranging generally from strength to weakness are noted for each factor. Explanatory phrases are included as reminders or indications of gradations in these factors. Place a ✓ on the horizontal line above the gradation which most nearly expresses your judgment. The explanatory phrases should be altered as necessary to describe the individual. If a factor does not apply, it should be omitted. The "no opportunity to observe" and "added comments" columns should be used as needed.

Factors are not listed in any priority scale. The importance or weight of each factor in the total Service Rating is determined by the individual's position. For instance, "quantity of work" and "accuracy" may be the most important factors in rating a Library Clerk whose duties are filing and shelving. "Relations with the library public," "appearance," "manners," and "ability to follow instructions" may be the most important factors in rating a Library Clerk whose duties are registering borrowers, checking out books, and referring telephone inquiries.

Personnel Service Rating Reports are generally prepared by the immediate supervisor, discussed in conference by the rater and ratee, signed by both, and all copies forwarded to the designated library administrator or office. One copy is returned to the ratee and one copy is retained in the personnel records of the library. (Ratings may be signed by administrators and added copies deposited as needed.)

Personnel service ratings are confidential records; information from such reports is available only to those who have a legitimate need for such information.

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[1] Personnel Service Rating Report. Rev. ed. (Chicago, Ill.: American Library Association, Library Administration Division, 1970). Reprinted by permission of the American Library Association; permission to make other use of the form must be requested from the Association.

AMERICAN LIBRARY ASSOCIATION
Library Administration Division
1970

PERSONNEL SERVICE RATING REPORT

Date ____________________

Name ____________________

Position ____________________ Date employee began to work in this position ____________________

Department, Division, Branch ____________________

____

Professional __________ Subprofessional __________ Clerical __________ Other __________

Major duties and responsibilities	Superior	Above average	Average	Unsatis-factory	Comments
Overall evaluation of work					

Additional comments ____________________

____

____

____

1. ACCURACY (Freedom from mistakes)	Exceptional	Very few errors. Maintains high standards	Steady, careful. Work usually acceptable	Frequent errors		
2. MEMORY (Retention of facts)	Exceptionally retentive	Well trained memory	Endeavors to have the facts in mind	Fitful memory		
3. THOROUGHNESS (Perseverance, following through to completion)	Meticulous in checking. Always sees things through	Usually thorough. Sometimes skips detail under pressure	Moderately careful. Inclined to take too many shortcuts	Does not follow through or complete satisfactorily		
4. PUNCTUALITY (On duty promptly)	Always ready for duty promptly	Always on time	Usually on time	Frequently late		
5. ORGANIZATION OF WORK (Analyzes and systemetizes both method and time schedule for work)	Analyzes and organizes work readily, clearly, and intelligently	Organizes work satisfactorily	Shows some ability for organization	Has difficulty in organizing work and time		
6. ABILITY TO FOLLOW INSTRUCTIONS	Comprehends quickly. Carries out instructions well	Follows directions carefully	Carries out instructions generally	Repeated instructions necessary. Often misinterprets		
7. QUANTITY OF WORK (Amount accomplished)	Accomplishes unusually high volume of work	Rapid worker usually ahead of schedule	Accomplishes most assigned tasks	Quantity is low		
8. JUDGMENT (Ability to make good decisions)	Sound, mature judgment. Makes decisions readily	Good judgment on majority of problems	Thinks slowly but makes tenable decisions	Indecisive or makes poor decisions		
PERSONAL QUALITIES – Physical and mental characteristics 9–21						
9. APPEARANCE	Exceptionally pleasing. Shows taste	Clean, well groomed, suitably dressed	Neat. Not particularly interested in appearance	Poor appearance		
10. HEALTH (Vitality, energy, power of endurance)	Abundant energy well applied. Stands up under pressure	Rarely ill. Strong endurance	Fair. Work not affected adversely	Lacks adequate stamina		
11. MANNERS (Courtesy, tact)	Has charm. Is sincerely gracious and always considerate	Is courteous and tactful	Usually polite	Inclined to be inconsiderate or rude		
12. SELF-CONFIDENCE (Assurance as opposed to timidity)	Assured but not arrogant	Self-confident	Moderately confident. Rarely shows discouragement	Underestimates own ability or inclined to be overconfident		

13. POISE (Emotional self-control)	Always master of self in any situation	Well balanced	Self-controlled under ordinary circumstances	Easily upset or ill at ease		
14. DISPOSITION (Natural or prevailing temper of mind)	Generally cheerful	Even tempered	Usually pleasant	Unpredictable or irritable		
15. RELATIONS WITH FELLOW WORKERS (Friendliness)	Well liked	Friendly	Liked by those who know him	Tolerated by co-workers		
16. INITIATIVE	Brilliant and creative mind, self-starter	Has imagination. Devises new schemes and methods	Resourceful to a limited extent	Rarely makes suggestions or starts activities		
17. ADAPTABILITY (Ability to accept other ideas & situations)	Exceptionally open-minded. Eager to test ideas	Receptive to new ideas	Slow to accept new situations	Rejects new methods		
18. ALERTNESS (Sees things to be done and does them)	Keenly perceptive	Watches for opportunities beyond the line of duty	Sees the more obvious tasks	Does not see beyond routine		
19. AMBITION (Eagerness to improve and advance)	Systematically prepares himself for more advanced work	Puts forth an effort to improve and learn	Limited ambition	Lacks ambition		
20. COOPERATIVENESS (Ability to do team work)	Actively helpful	Good teamworker. Usually ready to cooperate	Works well with some people	Prefers to work alone. Works poorly with others		
21. ATTITUDE TOWARD CRITICISM	Profits by criticism	Acts upon criticism	Generally accepts criticism gracefully	Resents criticism		

PROFESSIONAL QUALITIES 22-27

22. PROFESSIONAL ACTIVITIES (Interest in library and allied organizations)	Enters into professional activities with enthusiasm	Interested member of professional groups	Joins organizations. Has had little opportunity to be active	No interest in professional groups		
23. RELATIONS WITH LIBRARY PUBLIC (Approachability, desire to assist. Ability to put self in place of patron)	Enthusiastic. Sought by readers. Has empathy	Easily approached and responsive, is able to interpret questions	Does not proffer help but gives it willingly on request	Indifference is apparent to public		
24. READING HABITS						

25. APPLICATION OF BOOK KNOWLEDGE (Ability to fit books to reader)	Readily combines judgment of people and knowledge of materials to meet patron needs	Selects materials successfully. Pleases patrons	Can suggest suitable but not always best items for patron	Is at a loss with any but simple needs		
26. AWARENESS OF COMMUNITY (Ability to analyze the possibilities of library service to the particular community)	Measures accurately community needs and interests	Interested in library service to the community	Willing to consider the obvious community interests and needs	Knows little about people of community or their interests		
27. TECHNICAL KNOWLEDGE (Familiarity with skills, tools, techniques of job)	Thoroughly grounded in skills and tools. Incorporates new techniques	Understands basic techniques but does not use some new developments	Has skills for some aspects of the job	Does not have basic skills		

ADMINISTRATIVE ABILITY – 28 - 34

28. LEADERSHIP (Ability to stimulate or guide)	Exceptional and inspiring leadership	A good leader. Thoroughly respected	Sometimes able to lead but does not inspire	No leadership ability		
29. JUDGMENT OF PERSONNEL (Analyzing and estimating abilities of staff)	Has extraordinary ability to see merits and deficiencies in people. Is objective	Makes sound decisions and is ready to correct misjudgments	Fairly good judge	Judgment cannot be trusted		
30. FAIRNESS TO SUBORDINATES	Exceptionally fair and square. Sympathetic, understanding	Deals justly, impartially, and firmly	Deals fairly but without imagination	Sometimes unjust, partial, or subjective		
31. ABILITY TO DIRECT (Formulating and issuing commands)	Visualizes a line of procedure and gives explicit directions	Gives careful instructions with clear explanation	Usually gives adequate instructions	Directions often vague		
32. ABILITY TO TRAIN	Develops staff members to a high degree of efficiency	Achieves definite progress with most staff members	Occasionally develops staff members	Is unable or unwilling to train staff		
33. SUPERVISORY ABILITY (Overseeing and guiding accomplishment)	Unusual ability to guide work of others and to detect and eliminate obstacles	Good supervisor. Keeps work running smoothly. Assigns work skillfully	Obtains adequate results from staff	Lack of perception and foresight hampers accomplishment		
34. CORPORATE ABILITY	Makes progress thru joint planning; shares decision making with other staff or committee members	Adds depth to joint programming or operations	Participates in joint administration when necessary	Is unable to contribute to or achieve goals via participative management		

Is the employee suited to the job or assignment he now has?

Has he any special abilities or interests not being used on present job?

If improvement in performance is needed, have you and/or the ratee made specific plans or recommendations for such improvement?

Have you definite recommendations to make such as salary increase, transfer, discharge, etc.?

This rating has been discussed by the rater and ratee.

Signature of Rater
Date

Title of Rater

Signature of Ratee
Date

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H-4:8 TARGET SETTING
THE NEW LOOK IN PERFORMANCE APPRAISAL

Notes by Charles H. Goodman

How are men and women appraised on the job today? There is great pressure to evaluate, to determine what you are getting for the dollars being spent. What is a library doing with the money it is being given? What is the library employee accomplishing for the salary he is being paid?

Performance appraisal in the past has been a one-way judgmental process. The supervisor passes judgment on his subordinate's performance. Yet this process of appraisal has been found in the great majority of cases to have a negative effect on the employee and on his performance.

What is target setting and how does it differ from traditional performance appraisal? It can be characterized as an instructive process. It seeks to eliminate the critical or punitive aspects of appraisal. It tends to be a developmental process, a joint process of colloquy and agreement between employee and supervisor. It calls for specific standards, rather than vague general statements. It calls for the development of skill, knowledge, and aptitude.

Specifically, how does target-setting work?

1. It calls for the employee to establish short-term performance goals for himself. The supervisor enters the process actively only after the employee has:
   (a) done a good bit of thinking about his job;
   (b) made a careful assessment of his own strength and weaknesses;
   (c) formulated a specific plan for accomplishing his goal.

2. The supervisor's role is to help the employee to relate his self appraisal and his plan for a specific period of time toward the realities of the organization.

The first step is to arrive at a clear statement of the major features of the job. This is not a job description, not a formal statement by the organization -- it is a statement drawn up by the employee after he has studied the formal description; a statement in which the employee defines the broad areas of his responsibility as it actually works in practice.

3. The employee and his supervisor modify the statement and arrive at an agreed upon position. Working from this position the employee establishes specific goals and targets for the next six months. For example, a specific target may be holding a staff meeting to improve communication among the staff. This and other targets must be expressly stated with a detailed account of how they are to be accomplished. It is not enough to say what we are going to accomplish, but it must be said how this employee is going to accomplish it.

4. At the end of the six month period, the employee appraises himself in terms of what he has accomplished relative to the targets he set for himself, substantiating his position with factual data wherever possible. Did he establish better communication, for instance, and by what measure can he say that he has done so? He discusses his self-appraisal with his supervisor, and new targets are then set for the next six months.

In this system, the supervisor must, and indeed does, have the power to veto the employee's plans and targets. But evidence has accumulated from target setting practice in such firms as General Electric and General Mills for instance, that supervisors rarely need to use their veto power. It has been found that many subordinates tend to underestimate both their potentiality and their achievements. Most employees have an understandable wish to satisfy their supervisor and are willing to adjust their targets if the supervisor feels they are unrealistic. The common problem in implementing the approach is a tendency on the part of the employee to ask the boss what he should be doing, and a tendency on the part of the supervisor to tell the employee what he should be doing.

What does target setting accomplish?

It shifts from a concept of appraisal to one of analysis. No longer are we appraising and evaluating. It is a positive approach in which the employee evaluates himself. His supervisor is not examining him or telling him of his weaknesses. The basic strength of this approach is that the employee is examining himself not only to determine his weaknesses but also to determine his strength and potential.

Target setting calls for creating a relationship wherein the employee can take responsibility for developing his own potential. It calls for him to learn by putting his own plan into action. If the supervisor accepts the concept, he need not become a judge. He need not decide, criticize or appraise. He need not assume the role of God. (How tragically we play the role of God as we judge and evaluate other human beings.)

What problems does target setting pose ?

There is a price that one must pay for such an approach. Much is required to implement such a program. Initially it will task your skill as a supervisor or administrator. Initially it may even frighten you because you can no longer lean on the crutch of rules and regulations that make you such a formidable supervisor.

I can only answer by saying that I know of nothing in life that can be secured without a price, and usually the more important the thing is, the higher the price. There are no fast vitamin pills or penicillin to help in working with human beings. You may computerize, you may automate, you can do all these things, but you cannot deal with a human being in this fashion. What I have suggested presumably is the long road, the hard road -- and yet the longer we put off starting down this road, the more problems we are going to have. As Douglas McGregor pointed out over ten years ago:

> "In considering the psychological environment of people at work, one thinks first of the relationship between superior and subordinate... A central characteristic of this relationship is interdependence of the parties. Since each of the parties in an interdependent relationship affects to some degree the other's abilities to achieve his goals or satisfy his needs, major difficulties are likely to arise unless both have positive expectations that the relationship will further these purposes."[1]

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[1] Douglas McGregor, The Human Side of Enterprise. (New York: McGraw-Hill, 1960), p. 133.

ATTITUDE CHECKLIST FOR SUPERVISORS IN TARGET SETTING INTERVIEWS[1]

1. Are my feelings genuinely friendly toward this employee?
2. Am I personally interested in him, his problems, his future?
3. How can I place emphasis on being helpful to him?
4. How can I encourage him to say what is on his mind?
5. Do I have the courage and humility to admit that I may be wrong and that I am willing to change my mind if shown?
6. How can I tell the employee where he stands in a way that will cause him to try to do better?
7. Am I more concerned with my feelings than with those of the person I am interviewing?
8. If we disagree, can I keep from arguing?

REMEMBER -- IT'S MORE IMPORTANT TO DECIDE WHAT'S RIGHT THAN WHO'S RIGHT

---

[1] "How Am I Doing Talks," (New York: American Management Association, 1962?), p. 7.

H-4:9 TABLE OF ORGANIZATIONAL AND PERFORMANCE CHARACTERISTICS OF DIFFERENT MANAGEMENT SYSTEMS[1]

DIRECTIONS

1. BEFORE you read the two items listed below, please react to the Likert chart in the following manner:

   A. "Please think of the most productive department, division or organization you have known well. Then place the letter h on the line under each organizational variable in the attached table to show where this organization would fall. Treat each item as a continuous variable from the left extreme of System 1 to the right extreme of System 4.

   B. "Now that you have completed the form . . . to describe the highest-producing department or unit you know well, please think of the least productive department, division, or organization you know well. Preferably it should be about the same size as your most productive unit and engaged in the same general kind of work. Then put the letter l on the line under each organizational variable in . . . [the table] to show where, in the light of your observations, you feel this least-productive organization falls on that item. As before, treat each item as a continuous variable from the left extreme in System 1 to the right extreme of System 4.

   C. After you have completed... [the table] to describe both the most and the least productive departments you know well, compare the relative position of your two answers on each item."

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[1] From THE HUMAN ORGANIZATION by Rensis Likert. Copyright (c) 1967 by McGraw-Hill, Inc. Used by Permission of McGraw-Hill Book Company, p. 3.

H-4:9 TABLE OF ORGANIZATIONAL AND PERFORMANCE CHARACTERISTICS OF DIFFERENT MANAGEMENT SYSTEMS[1]

Organizational variable	System 1	System 2	System 3	System 4
1. Leadership processes used				
Extent to which superiors have confidence and trust in subordinates	Have no confidence and trust in subordinates	Have condescending confidence and trust, such as master has to servant	Substantial but not complete confidence and trust; still wishes to keep control of decisions	Complete confidence and trust in all matters
Extent to which superiors behave so that subordinates feel free to discuss important things about their jobs with their immediate superior	Subordinates do not feel at all free to discuss things about the job with their superior	Subordinates do not feel very free to discuss things about their job with their superior	Subordinates feel rather free to discuss things about their job with their superior	Subordinates feel completely free to discuss things about the job with their superior

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Organizational variable	System 1	System 2	System 3	System 4
Extent to which immediate superior in solving job problems generally tries to get subordinates' ideas and opinions and make constructive use of them	Seldom gets ideas and opinions of subordinates in solving job problems	Sometimes gets ideas and opinions of subordinates in solving job problems	Usually gets ideas and opinions and usually tries to make constructive use of them	Always gets ideas and opinions and always tries to make constructive use of them
2. Character of motivational forces				
Manner in which motives are used	Fear, threats, punishment, and occasional rewards	Rewards and some actual or potential punishment	Rewards, occasional punishment, and some involvement	Economic rewards based on compensation system developed through participation; group participation and involvement in setting goals, improving methods, appraising progress toward goals, etc.

Amount of responsibility felt by each member of organization for achieving organization's goals	High levels of management feel responsibility; lower levels feel less; rank and file feel little and often welcome opportunity to behave in ways to defeat organization's goals	Managerial personnel usually feel responsibility; rank and file usually feel relatively little responsibility for achieving organization's goals	Substantial proportion of personnel, especially at high levels, feel responsibility and generally behave in ways to achieve the organization's goals	Personnel at all levels feel real responsibility for organization's goals and behave in ways to implement them.
3. Character of communication process				
Amount of interaction and communication aimed at achieving organization's objectives	Very little	Little	Quite a bit	Much with both individuals and groups
Direction of information flow	Downward	Mostly downward	Down and up	Down, up and with peers

Organizational variable	System 1	System 2	System 3	System 4
Extent to which downward communications are accepted by subordinates	Viewed with great suspicion	May or may not be viewed with suspicion	Often accepted but at times viewed with suspicion; may or may not be openly questioned	Generally accepted, but if not, openly and candidly questioned
Accuracy of upward communication via line	Tends to be inaccurate	Information that boss wants to hear flows; other information is restricted and filtered	Information that boss wants to hear flows; other information may be limited or cautiously given	Accurate
Psychological closeness of superiors to subordinates (i.e., how well does superior know and understand problems faced by subordinates ?)	Has no knowledge or understanding of problems of subordinates	Has some knowledge and understanding of problems of subordinates	Knows and understands problems of subordinates quite well	Knows and understands problems of subordinates very well

4. Character of interaction-influence process				
Amount and character of interaction	Little interaction and always with fear and distrust	Little interaction and usually with some condescension by superiors; fear and caution by subordinates	Moderate interaction, often with fair amount of confidence and trust	Extensive, friendly interaction with high degree of confidence and trust
Amount of cooperative teamwork present	None	Relatively little	A moderate amount	Very substantial amount throughout the organization
5. Character of decision-making process				
At what level in organization are decisions formally made?	Bulk of decisions at top of organization	Policy at top, many decisions within prescribed framework made at lower levels	Broad policy and general decisions at top, more specific decisions at lower levels	Decision making widely done throughout organization, although well integrated through linking process provided by overlapping groups

Organizational variable	System 1	System 2	System 3	System 4
To what extent are decision makers aware of problems, particularly those at lower levels in the organization ?	Often are unaware or only partially aware	Aware of some, unaware of others	Moderately aware of problems	Generally quite well aware of problems
Extent to which technical and professional knowledge is used in decision making	Used only if possessed at higher levels	Much of what is available in higher and middle levels is used	Much of what is available in higher, middle, and lower levels is used	Most of what is available anywhere within the organization is used
To what extent are subordinates involved in decisions related to their work ?	Not at all	Never involved in decisions; occasionally consulted	Usually are consulted but ordinarily not involved in the decision making	Are involved fully in all decisions related to their work

Are decisions made at the best level in the organization so far as the motivational consequences (i.e., does the decision-making process help to create the necessary motivations in those persons who have to carry out the decisions?)	Decision making contributes little or nothing to the motivation to implement the decision, usually yields adverse motivation	Decision making contributes relatively little motivation	Some contribution by decision making to motivation to implement	Substantial contribution by decision-making processes to motivation to implement
6. Character of goal setting or ordering				
Manner in which usually done	Orders issued	Orders issued, opportunity to comment may or may not exist	Goals are set or orders issued after discussion with subordinate(s) of problems and planned action	Except in emergencies, goals are usually established by means of group participation

Organizational variable	System 1	System 2	System 3	System 4
Are there forces to accept, resist, or reject goals?	Goals are overtly accepted but are covertly resisted strongly	Goals are overtly accepted but often covertly resisted to at least a moderate degree	Goals are overtly accepted but at times with some covert resistance	Goals are fully accepted both overtly and covertly
7. Character of control processes				
Extent to which the review and control functions are concentrated	Highly concentrated in top management	Relatively highly concentrated, with some delegated control to middle and lower levels	Moderate downward delegation of review and control processes; lower as well as higher levels feel responsible	Quite widespread responsibility for review and control, with lower units at times imposing more rigorous reviews and tighter controls than top management

Extent to which there is an informal organization present and supporting or opposing goals of formal organization	Informal organization present and opposing goals of formal organization	Informal organization usually present and partially resisting goals	Informal organization may be present and may either support or partially resist goals of formal organization	Informal and formal organization are one and the same; hence all social forces support efforts to achieve organization's goals
Extent to which control data (e.g., accounting, productivity, cost, etc.) are used for self-guidance or group problem solving by managers and nonsupervisory employees; or used by superiors in a punitive, policing manner	Used for policing and in punitive manner	Used for policing coupled with reward and punishment, sometimes punitively; used somewhat for guidance but in accord with orders	Largely used for policing with emphasis usually on reward but with some punishment; used for guidance in accord with orders; some use also for self-guidance	Used for self-guidance and for coordinated problem solving and guidance; not used punitively

H-4:10 COMPARISON OF CHARACTERISTICS OF ORGANIZATIONS MANAGED UNDER EITHER SYSTEMS 1 OR 2, OR UNDER SYSTEM 4[1]

If a manager has

Well organized plan of operation
High performance goals
High technical competence
(manager or staff assistants)

and if the manager manages via:

	Systems 1 or 2 e.g., uses:	System 4 e.g., uses:
Causal variables	direct hierarchical pressure for results, including the usual contests and other practices of the traditional systems	principle of supportive relationships, group methods of supervision, and other principles of System 4

his organization will display:

	Systems 1 or 2	System 4
Intervening variables	Less group loyalty	Greater group loyalty
	Lower performance goals	Higher performance goals
	Greater conflict and less cooperation	Greater cooperation
	Less technical assistance to peers	More technical assistance to peers
	Greater feeling of unreasonable pressure	Less feeling of unreasonable pressure
	Less favorable attitudes toward manager	More favorable attitudes toward manager
	Lower motivation to produce	Higher motivation to produce

and his organization will attain:

	Systems 1 or 2	System 4
End result variables	Lower sales volume	Higher sales volume
	Higher sales costs	Lower sales costs
	Lower quality of business sold	Higher quality of business sold
	Lower earnings by salesmen	Higher earnings by salesmen

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[1] From THE HUMAN ORGANIZATION by Rensis Likert. Copyright (c) 1967 by McGraw-Hill, Inc. Used by permission of McGraw-Hill Book Company, p. 76.

H-4:11A MOVING TOWARD SYSTEM 4: A CASE STUDY

Dr. Fred Blake is the director of a county-wide library system that has about 80 supervisory staff members. For a long time, Dr. Blake has had a feeling of uneasiness that he has lost personal rapport with front-line management. A few years ago he conducted a staff survey which showed that staff members had a great desire to be part of the action. Just when the time was ripe for doing something about it, however, Dr. Blake was out of town, having been invited by a library school to lead a workshop on communication.

Dr. Blake had read and studied with great interest many recent books in the field of behavioral science, and he was convinced in his own mind that participatory management had many things going for it, and that it was indeed the way to develop to the highest degree the potential of his staff. He had the feeling that a venture in participatory management with his staff could be exciting and stimulating, but somehow he couldn't seem to put a handle on the situation in order to get the process started.

While he was thinking and studying these conditions in relation to his library he was at the same time widely involved in both local church and community activities, and on a regional and national basis in activities of cooperative network building between libraries. He observed here examples of cooperative partnerships in joint decision making that further convinced him that this was really the system of management he would like to see operative in his library, but how to get the whole process off the ground?

Meanwhile, in his library system various task force groups and an elected planning group had been established, and other ad hoc approaches to participatory management had been successfully initiated. He became convinced that there must be some way to involve ALL levels of staff in participative decision making, rather than just a select few top managers and task force members. Further, his library was holding a "marketing survey" of patrons on the need for non-print media which seemed to be moving forward successfully, thus demonstrating that even the public as well as library staff could be effectively involved in library decision making.

With two assistant director vacancies coming up on the staff (one was moving away to another geographical area and one retiring) Dr. Blake thought that the time was probably as ripe as it would ever be to take the step toward new management directions. The new assistant directors would have clear mandate regarding their management style, and to fill these vacancies people could be sought who had sympathy with and hopefully experience in participatory management in other organizations either inside or outside the library.

At about this time Dr. Blake was invited to participate in a nationwide conference on development of cooperative networks, and while he was there, in addition to thinking about trends and solution to network problems in which he had been taking an active part at the regional level for 23 years, he had time too to think about how he would go about approaching his staff to take the plunge. During free time at the conference, he outlined in detail just how he would proceed.

He took one positive and decisive action immediately, by arranging to have issued in his absence an invitation to the 80 some supervisory members of his library system to meet him at a certain place and time shortly after his return. He did not disclose in the invitation the nature of the meeting, but tried to make it sound important and at the same time friendly and inviting.

Shortly after his return, the meeting was held. Almost all of the 80 supervisory staff members attended. When all were assembled, Dr. Blake made a frank and open invitation to join with him in moving the entire library system to participatory management. The basic content of his talk was as follows:

I. My personal background and philosophy. I want to explain to all those who came to the meeting what it was that compelled me to want to try this venture in a new type of management style.

II. Our future together. The greatest resource that our libraries possesses is the staff -- all levels. Are we giving each member of the staff maximum opportunities to develop personally and professionally and to contribute to the greatest degree possible to the improvement of our public service program? Of course not. That is a great challenge to all of us.

Therefore I am asking you if you would be willing to join me for the next few years in an all-out program to involve ALL members of our library family in an adventure in participatory management. I believe participatory management is a better decision-making process and a quick road to constructive action. I will confess personal prejudice in its favor, for I believe there is no more worthy cause than that of placing a high premium upon the dignity and importance of each person in our organization. I believe too that I can achieve two of my personal goals in such a project: that of learning (for I have much to learn) and that of teaching (for I look forward to spending much more of my time with our staffs than I have done in the past). I am now terminating my state, regional and national commitments, and will have much more time to spend here.

So I am asking each of you to give careful consideration to my invitation to you and to discuss it fully with the members of your unit's staff.

Here are some of the issues and questions involved:

1. Define participatory management for yourself and your staff: It means the involvement of all in assessing our organization and its problems, and in working out new and better ways of doing the job or in reaffirming and improving our present methods.
2. "Participation" in management can and does work in many companies and organizations. But we would be foolhardy not to recognize essential personality differences among the people in our organizations. The literature on this subject is full of warnings on this point. To compensate for such differences, we cannot seek imposition of a single "participatory style" on all personnel. There are different ways to "participate": informal chats, exchanges of notes, staff meetings to solve specific problems, and occasional formal votes or polls. As McGregor has pointed out there are a variety of approaches to use in democratizing decision making:
    - a. Decentralization and delegation;
    - b. Job enlargement or enrichment;
    - c. Participation and consultative management;
    - d. Group problem-solving and goal setting.

    I add my own fifth category:

    - e. Suggestions and criticism should be welcome at all times and at all levels. Feedback should be given at each occasion; accepting, modifying or declining -- with reasons discussed for the latter two. Thanks and recognition should be paramount at all times.

III. Finally, the importance of preparation at all levels for a new management style cannot be overemphasized. The literature is full of unsuccessful case studies in which top management expected basic changes to occur at the push of a button. That is why I have selected a rather dramatic means of making this proposal to you. For if you give the green light to my proposal I want to assure you that we will not jump feet first into such an important change. We would plan to utilize the current year to prepare all of us for our new roles -- and I include myself.

Here are some of our ideas:

A. Preparation for the new roles would be #1 priority for our in-service training project the first year.

B. Some will be asked to attend workshops or seminars on various aspects of participatory management, e. g., motivation; democratic administration; personal, unit, and organizational goal setting; techniques in effective group leadership; Theory X vs. Theory Y styles, etc. They, in turn, will be asked to serve as resource personnel in our own training programs (e.g., Saul Gellerman seminar on morale, motivation and management).

C. The in-service training director will be planning continuing education programs for our library staff.

C. Orientation programs on this subject would be widespread, utilizing selected readings (like the McGregor article in your kits), books, pamphlets, films and tapes.

IV. The real question is up to you and your associates:

Summing it all up, I would see the assets and obstacles shaping up like this (writes the following on the blackboard):

ASSETS

a. Good Climate

b. Able staff

c. Sound basis for in-service training

OBSTACLES

a. Better understanding of participatory management needed

b. Clear goals of organization needed.

c. Better communication needed

d. Great deal of staff time required

e. Some management personnel may be disinterested.

IS THE GOAL OF PARTICIPATORY MANAGEMENT WORTH THE GREAT EFFORT THAT WOULD HAVE TO BE MADE TO IMPLEMENT IT?

Obviously, I believe it is, and I would like us to be able to prove its value to the library profession. Now I ask you and your staffs to decide; I will abide by majority decision.

The kits Dr. Blake distributed at the meeting contained the following:

1. Questionnaire for indicating staff reactions to his participatory management invitation -- negative and alternative responses welcome.

2. Request for nominations of future leaders.

3. Reprint of a McGregor article.

[Epilogue: The questionnaires returned and analyzed revealed that 67 staff members voted "Yes", they wanted to experiment with participatory management, and that they considered it a very high priority; 4 indicated that they would be for it with reservations; 7 gave participating a low priority rating.]

H-4:11 B SUGGESTIONS TO DISCUSSION LEADERS FOR CONDUCTING PROBLEM-SOLVING MEETINGS

1. Introduce all participants.
    - A. Ask each to state briefly why they are participating.
    - B. Prepare chart of seating arrangement to facilitate your calling on them by name.

2. Suggested ground-rules for discussion.

Seek group approval or amendment.

A. Recognition of speaker
1. Participants speak only when recognized by chairman; permit no commentary except in order of recognition.
2. Participants should raise hand to be listed on speaker list; chairman nods to indicate that he has listed name.
3. Chairman maintains list in order of hand-raising.
4. Group is urged to jot down key words for their comments so that they don't forget their point when called upon. (Sometimes there will be a long list of speakers.)

Advantages: Orderly and courteous procedure; participants may concentrate on listening: not just on getting floor.

B. Exception to speaking order

If group is discussing a motion or specific proposal advanced by a participant, give proponent opportunity to speak whenever he seeks recognition because:

1. He may wish to withdraw proposal after listening to opposition;
2. He may wish to amend or change it after listening to comments.

In either case, group saves valuable time and avoids boring experiences of hearing several speakers hammer same obvious point.

C. Recording group's decisions and recommendations.

Presumably each group will have secretary or recorder, but it is chairman's responsibility to see that group is informed of its decisions by clarifying them personally or by having secretary read them.

It is important that the group recognize its progress -- or lack of it!

In addition to recording group's actions secretary should be asked to maintain list of deferred topics when group agrees to discuss a proposal at a later time for whatever reason.

3. Establish an agenda.

The group should be asked and helped to establish its own agenda. Suggestions:

1. Invite members to suggest key topics or goals for the group.
2. Write them on blackboard or record them on your chart.
3. Suggest no debate on them; permit clarification. However:
4. When group has run out of ideas, add your own suggestions.
5. Then, by show of hands, seek to establish high priority topics for agenda, e. q., eliminate those not desired; identify those of highest priority and secondary priority; finally identify starting topic. (This system usually works well if chairman makes clear that he is asking group to decide its own agenda and really does it; however, chairman may wish to suggest agenda prepared by him in advance in order to save time; but he should give opportunity to accept, reject, or amend it.)

4. Opening the discussion.

Ask group to clarify topic, to break it into essential parts, or to recommend some specific proposals relating to it.

5. Continuing role of the chairman during the entire discussion.

A. Raise questions; prepare your own checklist of questions or points for discussion for each section of agenda.

However, don't use your checklist until group runs out of gas and apparently has overlooked your points.

B. Control over-vocal participants: This is a "must"! Every group has one or more of these. Chairman's effectiveness is judged very often on how he handles them.

1. Chairman's list of speakers (see #2 above) is key here
2. But if someone continues to bob up frequently on every list, tell him that you will defer calling on him the second time on same topic until everyone else who wishes has been heard for first time.

3. If problem is caused by long-winded speaker, ask group if it wishes to impose time-limit. (2 minutes)

C. Broaden participation

If some members are reluctant to participate, try inviting them by advising them that you are adding their names to your list and giving them some lead time so that the group may profit from their views as well.

D. Keep group on the track:

Since group has agreed on its agenda, your job is to keep them on the track. Don't hesitate to challenge speakers who stray from the topic early in their comments. Suggestions:

1. Ask group: Show of hands - shall we substitute this point for the present topic ?
2. Suggest that topic be considered later by group and ask secretary to record as "deferred" topic (See 2 C above.)

E. Summarize and crystallize:

Take notes of major points made by participants; organize by choices of options or by conflicting choices. Try to keep major issues and options ever before group. Use a blackboard if available. This process gives the group a feeling of both purpose and accomplishment!

F. Don't let group disband without resolving some of its chief issues:

Too many leaders permit groups to discuss issues ad nauseum without resolving any of them. Trailing off from issue to issue. Don't do it! Your group will never forgive you if you do not make them vote on clear-cut issues.

Remember: More conferences and meetings fail to achieve their goals because of faulty leadership. Don't let this be one!

H-4:12 A PERSONAL EXPERIENCE

Please write out an answer to each of the following questions. Do not put your name on the paper. You will be given five minutes to complete your answers.

1. Think of a time on your job when you felt particularly good. Describe the circumstances briefly and explain why you felt particularly good.

2. Think of a time on your job when you felt particularly bad. Describe the circumstances briefly and explain why you felt particularly bad.

H-4:13 PROCEDURE FOR MAKING TALLY ON FACTORS AFFECTING JOB ATTITUDES

1. The chairman is to complete the attached tally by quickly getting from each member of the group the number of times the different categories are mentioned in the data sheets filled out earlier.

   a. First take the experiences that led to satisfaction and record the frequency with which they fall into the categories listed, or other categories that may need to be added. (Some will be in the motivating group of categories; some will probably be in the hygiene factor group.) For this recording the tally should start at the zero point in the center and proceed to the right or left of the center vertical line as dictated by the answers on the data sheets.

   b. Next go around your group and repeat the same process for the factors that led to extreme job dissatisfaction. Here again the tally should start at the center line and proceed to the left and right of it as indicated on the data sheets. Again, you may find it necessary to add some categories.

2. Count and record in arabic numerals the number for each category on each side of the center line.

3. When you have finished your tally, raise your hand and a monitor will collect your tally sheet so that it can be totalled with others to get an overall picture for our whole group. (Then proceed to the next items on the attached agenda sheet.)

H-4:14 TALLY ON FACTORS AFFECTING JOB ATTITUDES

Factors Characterizing Events on the Job that Led to
Extreme Satisfaction

	Number Frequency		Number Frequency
	10 9 8 7 6 5 4 3 2 1	0	1 2 3 4 5 6 7 8 9 10
Achievement			
Work Itself			
Responsibility			
Recognition			
Professional or Personal Growth			
Advancement			
Other:			

Factors Characterizing Events on the Job that Led to Dissatisfaction

	Number Frequency	Number Frequency
	10 9 8 7 6 5 4 3 2 1	0 1 2 3 4 5 6 7 8 9 10
Institution Policy and Administration		
Supervision		
Interpersonal Relationships		
Working Conditions		
Status		
Security		
Other		

H-4:15 BUZZ GROUP AGENDA

1. Choose a chairman or discussion leader in your group.

2. Please complete the attached tally in your buzz group, using the sheets that were filled out earlier as the data you are recording.

3. When you complete your tally, raise your hand so that the monitor can collect your tally and the data sheets.

4. Next proceed to the discussion of the possibilities for the use of job enrichment in your library along the following lines:

    A. What would seem to be some of the jobs in your library that cannot be motivated -- that cannot be enriched?

    List them as given by the group:

    ____

    ____

    ____

    ____

    ____

    B. Discuss these jobs in terms of Herzberg's Motivation-Hygiene theory, noting that some people assume rather glibly that certain jobs cannot be enriched. They see no possible way of adding motivation factors to certain jobs.

C. See if from the discussion with those in your group you can see ways in which one or two of these jobs can be looked at in a broader perspective. What kind of real constructive effort can be made to build the job into a much more motivating experience ?

D. As time allows, your group will be called upon to give a one minute report of how one of these library jobs which seemingly on the surface could not be motivated has possibilities for enrichment. Be specific and report on one only -- the one your group decides might be the most help to others.

H-4:16 THE SELF-MOTIVATED ACHIEVER A CASE STUDY[1]

Frank Vanter is head of a large university library system, which is rapidly growing. Mary Key was brought in nearly a year ago to be director of personnel administration. Vanter selected her from a number of candidates because she showed good promise as an administrator in the business department of the public library where she had been employed as department head, even though she was not as well trained as some of the other candidates considered for the position. She had had no formal training in personnel administration.

To date Miss Key seemed overly anxious to make a good impression on as wide a range of people in the library as possible, and accepted the most trivial assignments in order to gain immediate praise and commendation. She had done nothing, however, to strengthen the total personnel function of the library or to relieve immediate supervisors of responsibility for all personnel problems and employee development programs for staff members under them.

Vanter realized that the personnel function in the library was never going to perform properly unless he helped Miss Key to grow into her job. He developed a strategy consisting of four steps: (1) determine the major requirements of the job; (2) develop specific targets for a limited time period in conversation with Miss Key; (3) between target-setting conferences he would curb his instinct to step in, limiting his influence to those occasions when Miss Key sought his help; (4) have discussions with Miss Key in which she would take the lead in her own self-appraisal.

In preparing for the first step Vanter suggested to Miss Key that he would like her to give some intensive thought to the nature of her job in the light of her experience so far. He asked that she list what she felt to be her major responsibilities, using the formal position description in her possession as a starting point, but not feeling constrained by that. In concluding this conversation Vanter said to Miss Key, "I'd like to discuss with you your view of your job now that you have been in this position for the past 9 months."

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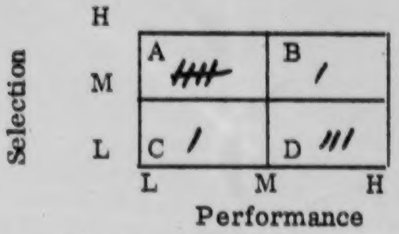
[1] For a critique of performance appraisal in a similar situation, see Douglas McGregor, The Human Side of Enterprise (New York: McGraw-Hill, 1960), pp. 61-76.

The date set for the discussion has come and Miss Key is in Vanter's office, with her list of responsibilities in hand. From observing her over the last 9 months Vanter realizes that Miss Key is a "self-motivated achiever." Taking this into consideration and keeping in mind at the same time that he is anxious to see the personnel department develop and be strengthened, how would you, if you were Vanter, open the discussion and guide it during the first such discussion to take place since Miss Key had been employed in the position?

H-4:17 CHARTS ILLUSTRATING TALLY OF 3 DIFFERENT LIBRARY SELECTION SYSTEMS

Based on Gellerman's strategy of selection, how would you evaluate the effectiveness of each of these systems?



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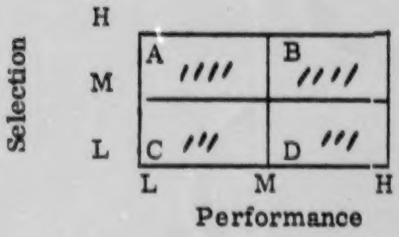

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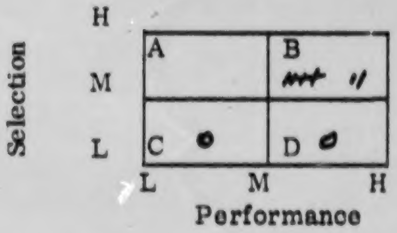

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H = High possibility of success
M = Minimum acceptable risk or performance
L = Low possibility of success

Based on: Saul W. Gellerman, Management by Motivation. (New York: American Management Association, Inc., 1968), p. 62.

H-4:18 SELECTION BY OBJECTIVES: SAMPLE GUIDELINES[1]

Major Areas of Responsibility[2]	Job Objectives	Indicative Past Achievements
Training	Provide guidance and instruction to subordinates to insure full utilization of available skills. Assist in resolving complex problems involving methods and techniques. Build a job environment that is as growth-conducive as possible. Ability to increase the likelihood of those working for him to qualify for promotion.	Has he ever been involved in training professional personnel? Has he had experience in the design of actual training sessions? What sorts of training has he directed? How many of his former trainees are performing effectively? How many have been subsequently promoted? How many have been released? Has he thrust people into situations where they can experience achievement, in order to increase their appetite for achievement? Has he used a type of performance appraisal that is designed to teach and motivate rather than exhort or admonish?

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[1] Edwin L. Miller, "Selection by Objectives: A Function of the Management by Objectives Philosophy," *Public Personnel Review,* 29: 91-96, April, 1968. (*Readings.*) Reproduced by permission of author and publisher.

[2] This sample shows only one major area of responsibility. If done completely, all major responsibilities would be stated for a given job, and matched accordingly with objectives and achievements.

H-4:19 T-P LEADERSHIP QUESTIONNAIRE[1]

____
Name

The following items describe aspects of leadership behavior. Respond to each item according to the way you would be most likely to act if you were the leader of a work group. Circle whether you would be likely to behave in the described way always (A), frequently (F), occasionally (O), seldom (S), or never (N).

If I were the leader of a work group....

A F O S N 1. I would most likely act as the spokesman of the group.

A F O S N 2. I would allow members complete freedom in their work.

A F O S N 3. I would encourage the use of uniform procedures.

A F O S N 4. I would permit the members to use their own judgment in solving problems.

A F O S N 5. I would needle members for greater effort.

A F O S N 6. I would let the members do their work the way they think best.

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[1] Source: J. William Pfeiffer and John E. Jones, A Handbook of Structured Experiences for Human Relations Training, Vol. 1 (Iowa City, Iowa: University Associates Press, 1969), p. 9-10.

A F O S N 7. I would keep the work moving at a rapid pace.

A F O S N 8. I would turn the members loose on a job, and let them go to it.

A F O S N 9. I would settle conflicts when they occur in the group.

A F O S N 10. I would be reluctant to allow the members any freedom of action.

A F O S N 11. I would decide what shall be done and how it shall be done.

A F O S N 12. I would push for increased production.

A F O S N 13. I would assign group members to particular tasks.

A F O S N 14. I would be willing to make changes.

A F O S N 15. I would schedule the work to be done.

A F O S N 16. I would refuse to explain my actions.

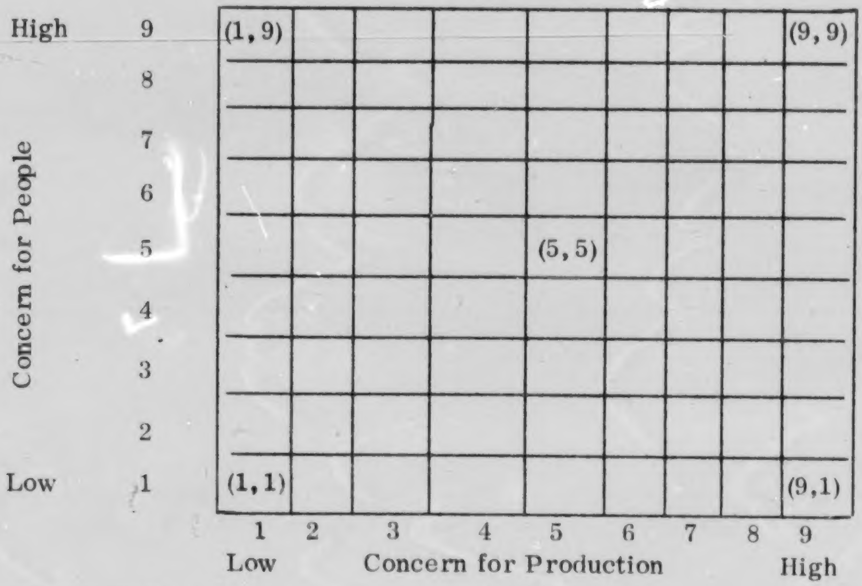
A F O S N 17. I would persuade others that my ideas are to their advantage.

A F O S N 18. I would permit the group to set its own pace.

H-4:20 THE MANAGERIAL GRID[1]

Locating Oneself on the Grid:

Directions: In order to locate oneself on the Managerial Grid below find your score for concern for production (T-score) on the horizontal axis of the grid. Next, move up the column corresponding to your production score to the point of intersection with your concern for people score (P-score). Place an "X" at the intersection that represents your two scores. Numbers in parentheses correspond to the major styles on the Managerial Grid.[2]


High
9
8
7
6
5
4
3
2
Low
1
Concern for People
(1, 9)
(9, 9)
(5, 5)
(1, 1)
(9,1)
1
2
3
4
5
6
7
8
9
Low
Concern for Production
High

---

[1] From The Managerial Grid, by Dr. Robert R. Blake and Dr. Jane S. Mouton. Copyright 1964 by Gulf Publishing Company, Houston, Texas. Used with permission.

[2] Source: J. William Pfeiffer and John E. Jones, A Handbook of Structured Experiences for Human Relations Training, vol. 1 (Iowa City, Iowa: University Associates Press, 1969), p. 11.

H-4:21 SOME CHARACTERISTICS OF UNHEALTHY AND HEALTHY ORGANIZATIONS[1]

(Partial)

Unhealthy	Healthy
1. Little personal investment in organizational objectives except at top levels.	
2. People in the organization see things going wrong and do nothing about it. Nobody volunteers. Mistakes and problems are habitually hidden or shelved. People talk about office troubles at home or in the halls, not with those involved.	
3. Extraneous factors complicate problem-solving. Status and boxes on the organization chart are more important than solving the problem. There is an excessive concern with management as a customer, instead of the real customer. People treat each other in a formal and polite manner that masks issues --especially with the boss. Nonconformity is frowned upon.	
4. People at the top try to control as many decisions as possible. They become bottlenecks, and make decisions with inadequate	

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[1] Jack K. Fordyce and Raymond Weil, Managing With People: A Manager's Handbook of Organization Development Methods. (Reading, Mass.: Addison-Wesley Publishing Company, 1971), pp. 11-14. Reprinted by special permission from Fordyce and Weil: MANAGING WITH PEOPLE, 1971, Addison-Wesley, Reading, Mass.

Unhealthy	Healthy
information and advice. People complain about managers' irrational decisions.	
5. Managers feel alone in trying to get things done. Somehow orders, policies, and procedures don't get carried out as intended.	
6. The judgment of people lower down in the organization is not respected outside the narrow limits of their jobs.	
7. Personal needs and feelings are side issues.	
8. People compete when they need to collaborate. They are very jealous of their area of responsibility. Seeking or accepting help is felt to be a sign of weakness. Offering help is unthought of. They distrust each other's motives and speak poorly of one another; the manager tolerates this.	
9. When there is a crisis, people withdraw or start blaming one another.	
10. Conflict is mostly covert and managed by office politics and other games, or there are interminable and irreconcilable arguments.	

Unhealthy	Healthy
11. Learning is difficult. People don't approach their peers to learn from them, but have to learn by their own mistakes; they reject the experience of others. They get little feedback on performance, and much of that is not helpful.	
12. Feedback is avoided.	
13. Relationships are contaminated by maskmanship and image building. People feel alone and lack concern for one another. There is an undercurrent of fear.	
14. People feel locked into their jobs. They feel stale and bored but constrained by the need for security. Their behavior, for example in staff meetings, is listless and docile. It's not much fun. They get their kicks elsewhere.	
15. The manager is a prescribing father to the organization.	
16. The manager tightly controls small expenditures and demands excessive justification. He allows little freedom for making mistakes.	
17. Minimizing risk has a very high value.	

Unhealthy	Healthy
18."One mistake and you're out."	
19.Poor performance is glossed over or handled arbitrarily.	
20.Organization structure, policies, and procedures encumber the organization. People take refuge in policies and procedures, and play games with organization structure.	
21.Tradition!	
22.Innovation is not widespread but in the hands of a few.	
23.People swallow their frustrations: "I can do nothing. It's their responsibility to save the ship."	

H-4:22 SOME CHARACTERISTICS OF UNHEALTHY AND HEALTHY ORGANIZATIONS[1]

(Complete)

Unhealthy	Healthy
1. Little personal investment in organizational objectives except at top levels.	1. Objectives are widely shared by the members and there is a strong and consistent flow of energy toward those objectives.
2. People in the organization see things going wrong and do nothing about it. Nobody volunteers Mistakes and problems are habitually hidden or shelved. People talk about office troubles at home or in the halls, not with those involved.	2. People feel free to signal their awareness of difficulties because they expect the problems to be dealt with and they are optimistic that they can be solved.
3. Extraneous factors complicate problem-solving. Status and boxes on the organization chart are more important than solving the problem. There is an excessive concern with management as a customer, instead of the real customer. People treat each other in a formal and polite manner that masks issues -- especially with the boss. Nonconformity is frowned upon.	3. Problem-solving is highly pragmatic. In attacking problems, people work informally and are not preoccupied with status, territory, or second-guessing "what higher management with think." The boss is frequently challenged. A great deal of nonconforming behavior is tolerated.
4. People at the top try to control as many decisions as possible. They become bottlenecks, and make decisions with inadequate information and advice. People complain about managers' irrational decisions.	4. The points of decision-making are determined by such factors as ability, sense of responsibility, availability of information, work load, timing, and requirements for professional and management development.

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[1] Jack K. Fordyce and Raymond Weil, Managing With People: A Manager's Handbook of Organization Development Methods. (Reading, Mass.: Addison-Wesley Publishing Company, 1971), pp. 11-14. Reprinted by special permission from Fordyce and Weil: MANAGING WITH PEOPLE, 1971, Addison-Wesley, Reading, Mass.

	Unhealthy		Healthy
			Organizational level as such is not considered a factor.
5.	Managers feel alone in tryto get things done. Somehow orders, policies, and procedures don't get carried out as intended.	5.	There is a noticeable sense of team play in planning, in performance, and in discipline--in short, a sharing of responsibility.
6.	The judgment of people lower down in the organization is not respected outside the narrow limits of their jobs.	6.	The judgment of people lower down in the organization is respected.
7.	Personal needs and feelings are side issues.	7.	The range of problems tackled includes personal needs and human relationships.
8.	People compete when they need to collaborate. They are very jealous of their area of responsibility. Seeking or accepting help is felt to be a sign of weakness. Offering help is unthought of. They distrust each other's motives and speak poorly of one another; the manager tolerates this.	8.	Collaboration is freely entered into. People readily request the help of others and are willing to give in return. Ways of helping one another are highly developed. Individuals and groups compete with one another, but they do so fairly and in the direction of a shared goal.
9.	When there is a crisis, people withdraw or start blaming one another.	9.	When there is a crisis, the people quickly band together in work until the crisis departs.
10.	Conflict is mostly covert and managed by office politics and other games, or there are interminable and irreconcilable arguments.	10.	Conflicts are considered important to decision-making and personal growth. They are dealt with effectively, in the open. People say what they want and expect others to do the same.
11.	Learning is difficult. People don't approach their peers to learn from them, but have to learn by their own mistakes;	11.	There is a great deal of on-the-job learning based on a willingness to give, seek, and use feedback and advice. People

Unhealthy	Healthy
they reject the experience of others. They get little feedback on performance, and much of that is not helpful.	see themselves and others as capable of significant personal development and growth.
12. Feedback is avoided.	12. Joint critique of progress is routine.
13. Relationships are contaminated by maskmanship and image building. People feel alone and lack concern for one another. There is an undercurrent of fear.	13. Relationships are honest. People do care about one another and do not feel alone.
14. People feel locked into their jobs. They feel stale and bored but constrained by the need for security. Their behavior, for example in staff meetings, is listless and docile. It's not much fun. They get their kicks elsewhere.	14. People are "turned on" and highly involved by choice. They are optimistic. The work place is important and fun (why not ?).
15. The manager is a prescribing father to the organization.	15. Leadership is flexible, shifting in style and person to suit the situation.
16. The manager tightly controls small expenditures and demands excessive justification. He allows little freedom for making mistakes.	16. There is a high degree of trust among people and a sense of freedom and mutual responsibility. People generally know what is important to the organization and what isn't.
17. Minimizing risk has a very high value.	17. Risk is accepted as a condition of growth and change.

Unhealthy	Healthy
18. "One mistake and your're out."	18. "What can we learn from each mistake ?"
19. Poor performance is glossed over or handled arbitrarily.	19. Poor performance is confronted, and a joint resolution sought.
20. Organization structure, policies, and procedures encumber the organization. People take refuge in policies and procedures, and play games with organization structure.	20. Organization structure, procedures, and policies are fashioned to help people get the job done and to protect the long-term health of the organization, not to give each bureaucrat his due. They are also readily changed.
21. Tradition!	21. There is a sense of order, and yet a high rate of innovation. Old methods are questioned and often give way.
22. Innovation is not widespread but in the hands of a few.	22. The organization itself adapts swiftly to opportunities or other changes in its marketplace because every pair of eyes is watching and every head is anticipating the future.
23. People swallow their frustrations: "I can do nothing. It's their responsibility to save the ship."	23. Frustrations are the call to action. "It's my/our responsibility to save the ship."

OPTIONAL HANDOUT: OBSERVER'S GUIDE

You are to be an observer during a practice interview. Two of your colleagues will take the parts of the Head of the Technical Services Department and of the Head of the Acquisitions Department. The supervisor is new to her position and is conducting individual interviews in order to get data which will help her to take steps to raise the level of morale in the unit.

Try to determine the following:

1. The supervisor's approach or style of interviewing.
2. The acquisition librarian's attitude or frame of mind.
3. How well did the two communicate and understand each other?
4. How satisfactory did the interview seem to be to each participant?
5. Would you have done anything differently if you had conducted the interview?

Make your notes below.

TRANSPARENCIES
TRANSPARENCIES
TRANSPARENCIES
TRANSPARENCIES
TRANSPARENCIES
TRANSPARENCIES

AID SUMMARIES: TRANSPARENCIES

Introduction

T is the designation used for transparencies in the text of the Designs for Learning volume of the Leader's Handbook. Each is so labeled, followed by a number indicating the order in which it has been suggested for use. T-12 , for example, would indicate that this is the twelfth transparency recommended for use in the course. As transparencies are often applicable for use in more than one place in the course, other units in which a given transparency might be applicable are indicated in the following table. The leader, however, is encouraged to use transparencies in ways and places other than those suggested.

For ease of use, the transparency designs have been made large enough that they can be placed in a 3-M copying machine as they are presented and a transparency produced in a few seconds for classroom use. An exception to this are the commercial transparencies. In these cases it is recommended that the leader write to the company indicated and order the commercially produced transparency.

The leader is encouraged to make his own transparencies interpreting the specific emphasis that he wishes to make in the course. The following notes are some suggestions for those wishing to design their own transparencies.

Transparency notes are given for many of the designs to help the leader explain and interpret them. No notes are given for those transparencies which either seem self-explanatory, or for which adequate explanation is given in the summary sheet at the beginning of the section.

AID SUMMARIES: TRANSPARENCIES

Summary Sheet -- Overhead Projector Transparencies

Identification	Title and Brief Annotation	Relevant to Unit:
T-1	PERCENTAGE DISTRIBUTION OF MLS RESPONDENTS BY BACCALAUREATE MAJOR Shows percentage of MLS graduates in recent study who received Bachelor's degrees in the humanities, social sciences, basic and applied sciences, education, and library science	1.1
T-2	COURSES RECEIVING HIGHEST RANKINGS BY RESPONDENTS AND INTERVIEWEES Shows MLS librarians (GS 9 through 14) and top-level administrators gave high priority to course in human relations out of 78 courses listed for possible inclusion in Post-MLS program, according to recent survey.	1.1
T-3	THE FLIGHT OF THE ISRAELITES Displays, by means of a map, the slow progress of the Israelites toward the Promised Land after 39 years of traveling. After use of T-6, show again to illustrate, on the right side of the map, the rapid progress that was made possible through reorganization.	1.12
T-4	DISORGANIZATION Indicates, by means of an organization chart, the reason for slow progress: Moses made all decisions.	1.12
T-5	JETHRO'S ADVICE AND COUNSEL TO MOSES Offers solution to problem through proposed division of work.	1.12

Identification	Title and Brief Annotation	Relevant to Unit
T-6	ORGANIZATION Shows reorganization scheme, by means of an organization chart, which provides for division of work.	1.12
T-7	SPURT IN COLLEGE ENROLLMENT, 1940-1975 Shows graphically the increases in college enrollment, starting with 1940 and projected through 1975.	1.1441
T-8	EVOLUTION OF HUMAN RELATIONS MANAGEMENT Chart which shows that contemporary human relations is an outgrowth of the history of the search for philosophy, values, and techniques in the management of workers in the work place.	1.148
T-9	THE INTERDEPENDENCE OF PARTS IN A SYSTEM Shows, by means of a diagram, the interdependence of variables in a system.	1.14852
T-10	SITUATIONAL ANALYSIS AND HUMAN RELATIONS PROBLEM SOLVING Illustrates the concept that in handling of human problems the manager must carefully analyze and evaluate the particular situation confronting him.	1.14852
T-11	THE DEVELOPMENT OF MANAGEMENT THOUGHT Shows by means of a chart the relative importance of the pattern of development of major schools of management thought.	1.1 (as a summary)
T-12	REQUISITE UNDERSTANDINGS OF THE PUBLIC SERVANT Chart illustrating the mix of abilities necessary as one rises in an organization.	1.12153

Identification	Title and Brief Annotation	Relevant to Unit:
T-13	TRADITIONAL VERSUS HUMAN RELATIONS ASSUMPTIONS CONCERNING HUMAN BEHAVIOR Shows by means of a three column chart: (1) traditional assumptions about man in the work place; (2) modifications growing out of the disciplines of psychology, sociology, and social psychology; (3) human relations assumptions regarding man in the work place.	1.243
T-14	HIERARCHY OF NEEDS (MASLOW) Illustrates Maslow's hierarchy of needs in pyramid form.	2.22
T-15	PSYCHOGENIC NEEDS Shows Murray's concept of psychogenic needs.	2.22
T-16	FRUSTRATIONS: EXTERNAL AND INTERNAL A cartoon representation of man with inner frustrations (worries, inhibitions, fears) and outer frustrations (problems imposed by the environment).	2.23
T-17	DISCIPLINE AS A FRUSTRATION An artist's conception of what it feels like to be disciplined.	2.23
T-18	MENTAL FIRST AID--LISTENING Cartoon representation of a person talking and another person listening to illustrate idea that listening to another person can be very helpful to that person.	2.23
T-19	AGGRESSIVE BEHAVIOR Shows several aspects of aggression, and its relationship to punishment, frustration, and adjustment, in terms of a man who needs money and considers two ways of getting it.	2.25

Identification	Title and Brief Annotation	Relevant to Unit
T-20	EXCLUSION FROM THE GROUP AS PUNISHMENT Shows in cartoon form a woman excluded from a group. Illustrates that an individual is a member of society. Everyone needs to feel accepted, to feel he or she is part of the work group.	2.25
T-21	RELATION OF ANXIETY TO PHYSICAL PAIN Shows a worried person with a headache, to illustrate concept that anxiety often makes a person more susceptible to pain, and pain often makes a person more anxious.	2.26
T-22	EXTERNAL FORCES INFLUENCING THE LIBRARY A diagrammatic representation of some of the external forces which shape the library organization.	3.1
T-23	THE LIBRARY SYSTEM INTERACTING WITH THE ENVIRONMENT Illustrates by means of an input-output-feedback diagram the fact that an open system such as the library organization interacts with its environment.	3.1
T-24	ROLE EXPECTATIONS AND THEIR INTERACTIONS A diagrammatic representation of the interaction of role expectations from the formal organization, the informal work group, and the individual worker himself.	3.1
T-25	INNER FORCES INFLUENCING LIBRARY EMPLOYEE Shows factors involved in thinking of the library employee as a whole person, as a system.	3.2

Identification	Title and Brief Annotation	Relevant to Unit
T-26	INDIVIDUAL DIFFERENCES AFFECTING THE COMMUNICATION PROCESS A symbolic representation of the concept that the effectiveness of the message a person sends is not inherent in the message he releases.	3.2
T-27	MESSAGE IN THE MIND OF THE SENDER VS. MESSAGE IN THE MIND OF THE RECEIVER Shows in symbolic form what happens to a message as it is transmitted and received by five different receivers.	3.2
T-28	THE MANAGER'S DILEMMA: CHOOSING A LEADERSHIP PATTERN A series of 13 transparencies on the subject of leadership: what is leadership, what forces influence the leader (in himself, in the group and in the situation), what are the objectives of the leader.	3.3
T-29	RANGE OF LEADERSHIP BEHAVIOR A chart showing the range of leadership behavior from leader-controlled to work group-centered.	3.3
T-30	RELATION OF GOAL-SEEKING BEHAVIOR TO OBJECTIVE AND SUBJECTIVE PURPOSES Diagram indicating the place of nonlogical attitudes in the conduct of an employee.	3.3
T-31	WIFE OR MOTHER-IN-LAW? Shows picture of young woman, picture of old hag, and ambiguous drawing in which both can be seen.	4.1
T-32	ARROWHEAD ILLUSION Shows two vertical lines of the same length, although B appears longer than A.	4.1

Identification	Brief Title and Annotation	Relevant to Unit:
T-33	BOOK ILLUSION Shows picture of book from two perspectives. The spine is the same size in both although it appears much smaller in the right-hand figure.	4.1
T-34	VERTICAL-HORIZONTAL ILLUSION Shows example of vertical-horizontal illusion.	4.1
T-35	PARALLEL LINES ILLUSION Shows how two parallel vertical lines can appear somewhat bowed in opposite directions	4.1
T-36	LAMP POST ILLUSION Although the two lamp posts are actually the same size, the one in the distance appears much larger and taller.	4.1
T-37	PREVIOUS KNOWLEDGE Shows effect of previous experience upon perception of distance.	4.1
T-38	AMBIGUOUS LIBRARY SCENE A sketchy scene, details to be filled in by individual observers.	4.1
T-39	AMBIGUOUS LIBRARY SCENE A sketchy scene, details to be filled in by individual observers.	4.1
T-40	AMBIGUOUS LIBRARY SCENE A sketchy scene, details to be filled in by individual observers.	4.1
T-41	AMBIGUOUS LIBRARY SCENE A sketchy scene, details to be filled in by individual observers.	4.1

Identification	Title and Brief Annotation	Relevant to Unit:
T-42	SYMBOLS A chart showing a series of new symbols substituted for the numbers 1-10. The first of a series of transparencies (T-42 through T-47) which are designed to be used together.	4.1
T-43	FIRST PROBLEM Presents a multiplication problem using the new symbols.	4.1
T-44	SOLUTION TO FIRST PROBLEM The answer is presented in the new symbols.	4.1
T-45	SECOND PROBLEM Presents another multiplication problem using the new symbols.	4.1
T-46	THE CLUE Shows the relationship between the new symbols and the familiar symbols (Arabic numbers).	4.1
T-47	SOLUTION TO SECOND PROBLEM Shows solution to second problem using new symbols.	4.1
T-48	McGREGOR'S THEORY OF MOTIVATION IN THE WORK PLACE Shows most basic emphases of Theory X and Theory Y assumptions and their consequences on managerial behavior.	4.25
T-49	A COMPARISON OF THE TRADITIONAL AND EMERGING MANAGEMENT STYLES Shows in cartoon form some differences in traditional and more modern management styles	4.25

Identification	Title and Brief Annotation	Relevant to Unit:
T-50	DYNAMIC CONTRAST BETWEEN TRADITIONAL AND EMERGING SUPERVISORY STYLES Shows in diagram form some differences in traditional and more modern management styles.	4.25
T-51	SIMPLIFIED OUTLINE OF LIKERT CONTINUUM CHART Lists in simplified chart form the 8 organizational variables presented in Likert's "Profiles of Organizational Characteristics"	4.26
T-52	CONTINUUM ON LEADERSHIP PROCESSES Shows the degree of confidence and trust as presented in Systems 1 through 4, as identified by Likert.	4.26
T-53	CONTINUUM ON GROUP DECISION MAKING Shows the extent of group decision making as presented in Systems 1 through 4, as identified by Likert.	4.26
T-54	CONTINUUM ON MULTIPLE OVERLAPPING GROUP STRUCTURE Shows the concept of overlapping group structure as presented in Systems 1 through 4, as identified by Likert.	4.26
T-55	LINKING PIN Diagram to illustrate Likert's "linking-pin" concept.	4.26

Identification	Title and Brief Annotation	Relevant to Unit:
T-56	HERZBERG'S MOTIVATORS AND DISSATISFIERS Chart showing the distinction between Herzberg's Motivators (content job factors) and Dissatisfiers (hygiene factors in the job context).	4.27
T-57	FACTORS AFFECTING JOB ATTITUDES AS REPORTED BY PARTICIPANTS A blank chart showing motivators and dissatisfiers on which results of participant survey can be plotted.	4.27
T-58	THE SELECTION DECISION Chart illustrating four possible consequences of each selection decision, according to Gellerman	4.29
T-59	THE MANAGERIAL GRID The Managerial Grid chart as developed by Blake and Mouton.	4.3

TRANSPARENCY NOTES:

PRODUCTION NOTES:

Materials: *

8 x 11-1/4" clear acetate sheets
clear ground/black image acetate to be run through Thermofax machine
cardboard frames
self-adhering colored sheets
india ink (special formula to be used on film -- regular will crack and peel)
X-Acto knife #1
Assortment of lettering and drawing pens
small (e.g., #1) red sable brush
standard drafting equipment, i.e., drawing board, t-square, ruling pen, ruling pen, etc.

*specifics, such as size of acetate and frames, may differ slightly with company

The project also had access to a large-type typewriter and a Thermofax machine.

As the project planned to create quite a few transparencies, the first logical step was to draw a planning grid to help speed production. The inside measurements of the cardboard frames used, and therefore the outside measurements of the transparencies and of the grid, were 7" x 9 3/8". The grid was filled in with lines 1/4" apart, and with colored lines dividing the whole into eights. (We used the 1/4" interval because we have a large type typewriter that types lines exactly that far apart.) All lines were drawn heavily with india ink, so they would be visible through paper.

After the grid was complete, we could easily plan a transparency by taping a piece of paper over it and drawing the design (including all the overlays) on it, using the guide lines to center and space the material and to keep verticals and horizontals true. The next step depended on the type of lettering planned. If the typewriter were to be used, the material was first typed on a sheet of paper and run through the Thermofax machine to produce a clear transparency with black letters. This was then taped in place over the drawing. The other alternative was to tape a clear sheet in place and hand letter the wording directly on it. In either case the first frame of the drawing could now be filled in with lines and color.

Every transparency developed for this course used some color to attract the eye. Self-adhering colored sheets were laid over the areas to be colored; the desired shapes, which showed through from the planned drawing, were traced with the X-Acto knife, and the excess pieces of color around them lifted away. Blacked out areas were either filled in with ink if they were small, or with pieces of masking tape.

After everything planned for Frame 1 was finished, the transparency was centered in a frame and taped in from the back. If overlays were planned, the framed transparency was then repositioned over the drawing, and the entire assemblage taped into place.

Overlays were used extensively, but as more than four proved awkward to handle, we generally limited them to that number. We set up an order: #1 was mounted to the left of the frame, #2 to the right, etc., so the user would eventually know where to find each one without having to hunt for it. Mechanically, they were easy to produce. A fresh sheet of acetate, or a thermafaxed sheet, was placed on top of the frame and taped into position with hinge tape along one edge only. We found when we had more than one overlay it was necessary not to overlap the edges too exactly or the edge of one might get caught in the hinge tape of another. If that did happen, however, it was always possible to trim the caught edge slightly, eliminating the problem.

In the descriptions of transparencies, the first sheet produced will be designated Frame 1, the first overlay Overlay 1, etc. The contents of each will be listed.

TRANSPARENCY NOTES:

T-1 PERCENTAGE DISTRIBUTION OF MLS RESPONDENTS BY BACCALAUREATE MAJOR

USE:

In a recent study by Kortendick and Stone[1] regarding the self-perceived needs of practicing librarians and the educational needs of librarians as perceived by top-level library administrators, one of the underlying problems facing the profession today was found to be lack of skill in the area of library management and administration. The study showed that the educational background of the librarians participating in the study had not provided adequate knowledge on which they could draw to help them deal effectively with the use and development of human resources found in libraries today.

Although 63 per cent of the librarians participating in the study were in administrative positions, only three of them had an undergradute degree in administration or management, and only one had a Master's degree in this area.

It was found that of those who participated in the study, 41% of the baccalaureate degrees were in the humanities and arts; 29% were in the social sciences; 11% in basic and applied sciences; 7% in education; 3% in library science; and 9% did not specify a major field.

The findings relative to baccalaureate major of librarians in the Kortendick and Stone study are similar to those found in other studies of MLS librarians. For example, in the study by Schiller[2] of college and university librarians, it was found that 49% had received their degree in the humanities; 27% had received their degree in the social sciences; 7% in the basic and applied sciences; 8% in education, 5% in library science, and 5% were not specified.

These two studies also showed similar percentages relative to the number

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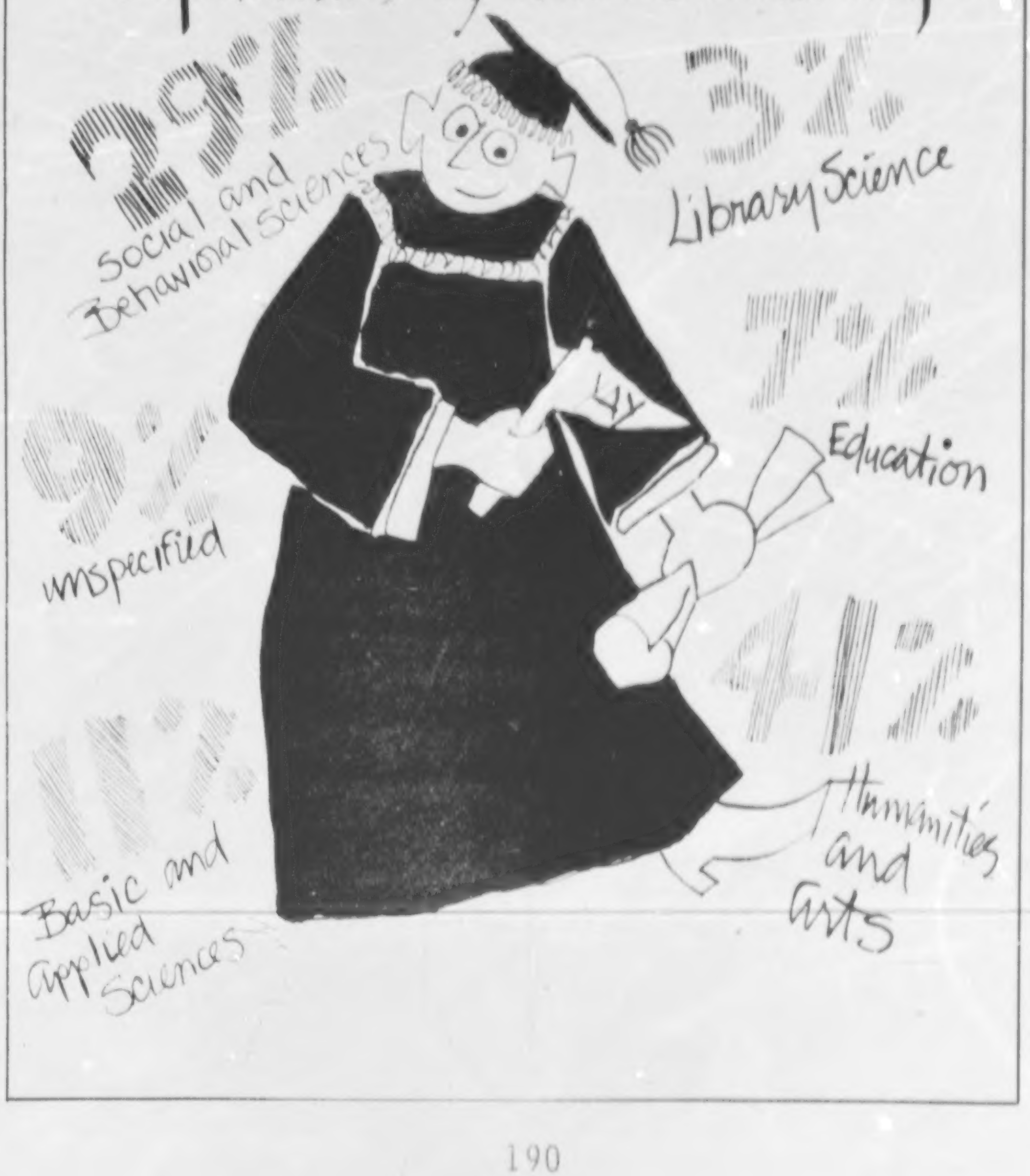
[1] James J. Kortendick and Elizabeth W. Stone, Job Dimensions and Educational Needs in Librarianship (Chicago: American Library Association, 1971), pp.75, 88.

[2] Anita R. Schiller, Characteristics of Professional Personnel in College and University Libraries (Urbana, Ill.: Library Reserach Center, University of Illinois, 1968), ED 020 766

T-1

Percentage Distribution of Respondents by Baccalaureate Major



T-1 (Continued)

of people supervised by librarians. In the Kortendick and Stone study it was found that 31 % of the MLS librarians were supervising more than 5 people as compared to 26% in the Schiller study. Both studies found that 8% of the librarians in their respective studies supervised 20 or more people.

Kortendick and Stone found that of the male MLS librarians 28% supervised more than 10 people, as compared to a 26% finding in the Schiller study. Kortendick and Stone found that 13% of the women in their survey supervised over 10 people as compared to 11% of the women in the Schiller study who supervised over 10 people.[1]

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[1] Kortendick and Stone, op. cit., p. 89.

T -2

COURSES RECEIVING HIGHEST RANKINGS BY RESPONDENTS AND INTERVIEWEES

Course Titles	Questionnaire Respondents (GS 9-14)	Interviewees (GS 15-up)
Automation of Library Processes	1	3
Information Retrieval Systems	2	19
Information Processing on Computers	3	12
Administration of the Special Federal Library	4	38
Administrative Policies and Practices	5	2
Human Relations in Library Administration	6	1
General Management	8	3
Policy Formation and Decision Making in Library Organizations	53	3
Communication Theory and Processes	17	7

TRANSPARENCY NOTES:

T-2 COURSES RECEIVING HIGHEST RANKINGS BY RESPONDENTS AND INTERVIEWEES

USE:

This transparency is designed to show the high priority given to study of human relations in a recent survey by Kortendick and Stone.[1] In the study the 365 library respondents (Grades 9 through 14) were identified as the respondents and top-level library administrators (GS 15 and up) were designated as interviewees. Thus it is seen that out of 78 courses listed for possible inclusion in Post-MLS programs, the respondents ranked a course in human relations in Library Administration in sixth place, while the top-level administrators (interviewees) ranked the course as the most important educational need at the post-master's level. All of the top-level administrators thought it important that such a course be offered -- the only course that all the top-level administrators agreed upon as a needed offering at the post-MLS level.

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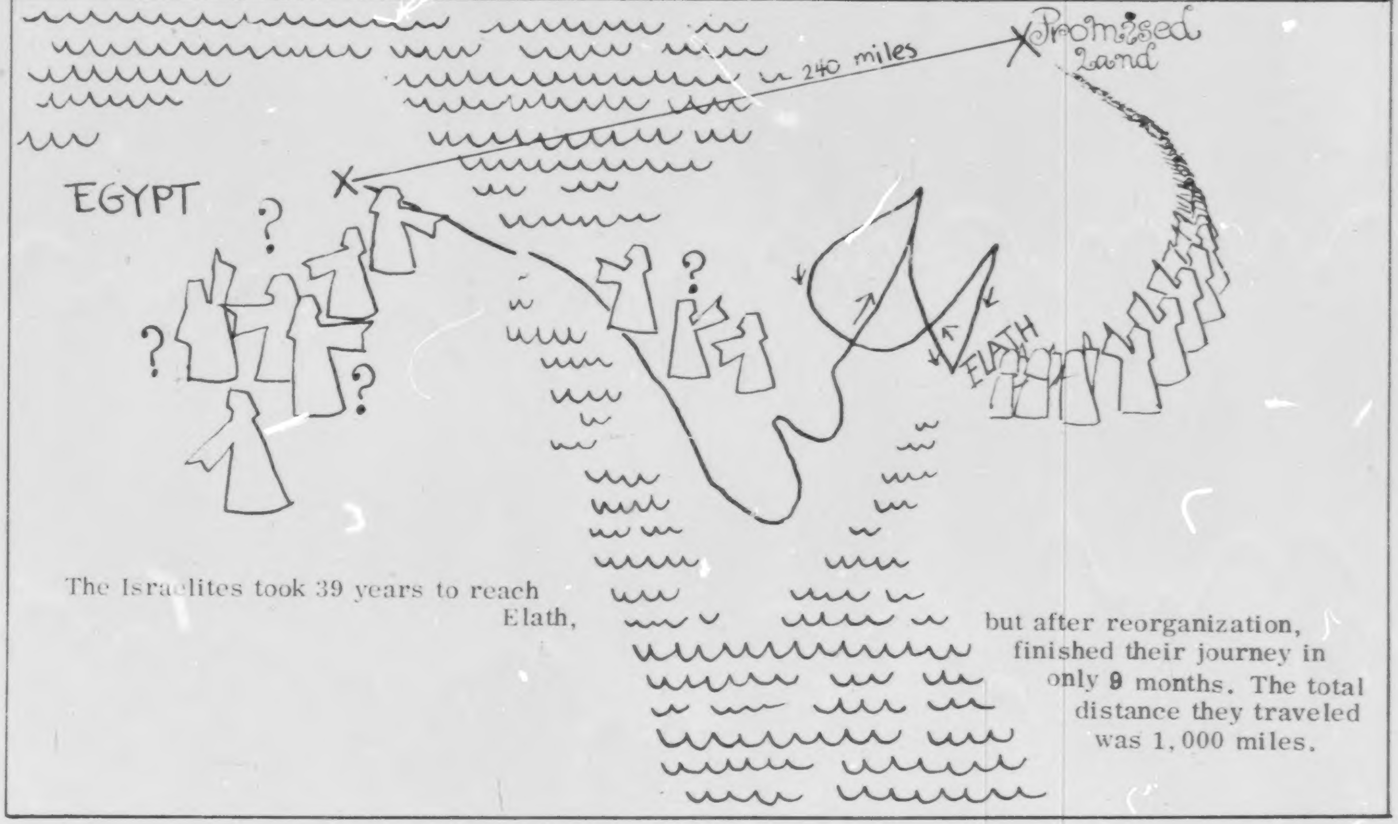
[1] James J. Kortendick and Elizabeth W. Stone, Job Dimensions and Educational Needs in Librarianship (Chicago: American Library Association, 1971), p.211.

T-3

The Flight of the Israelites


EGYPT
?
?
?
?
?
240 miles
Promised Land
ELATH

The Israelites took 39 years to reach Elath, but after reorganization, finished their journey in only 9 months. The total distance they traveled was 1,000 miles.

TRANSPARENCY NOTES:

T-3 THE FLIGHT OF THE ISRAELITES

USE:

This transparency, and the next three, are based on verses 25 and 26 of the 18th Chapter of Exodus. Together they illustrate in cartoon fashion that the basic management concepts are as old as civilization itself.[1]

The Old Testament describes the problems of Moses in leading the children of Israel out of bondage from Egypt. In fact, as depicted in T-3, it took the Israelites 39 years to reach Elath because of wandering aimlessly about.

After the use of T-6, T-3 should be shown again to illustrate, on the right side of the map (preferably by means of an overlay) the rapid progress that was made possible through reorganization.

PRODUCTION NOTES:

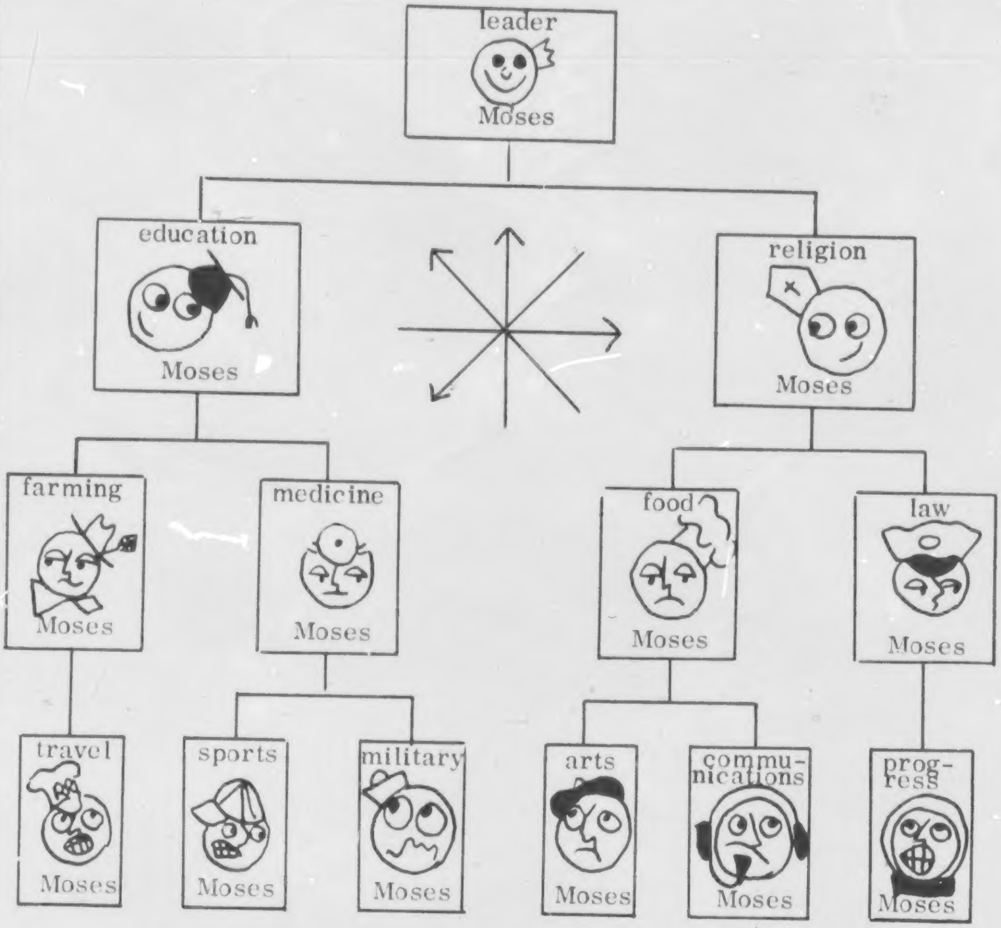
Frame 1:	Title, all drawings and comments except those listed in Overlay 1.
Overlay 1:	Paragraph continuation starting, "but after reorganization..." "U" shaped group of figures extending from Elath to Promised Land.

---

[1] Source: T-3 through T-6 are adapted from Ernest Dale, Organization: An Outline of the Subject with Illustrations and References (New York: By the Author, 1960), pp. 7-11. Used with permission of the author.

T-4

Disorganization


leader
Moses
education
Moses
religion
Moses
farming
Moses
medicine
Moses
food
Moses
law
Moses
travel
Moses
sports
Moses
military
Moses
arts
Moses
communications
Moses
progress
Moses

TRANSPARENCY NOTES:

T-4 DISORGANIZATION[1]

USE:

Through this period of wandering about, Moses was sorely taxed, for everyone came to ask him how to solve various problems, and he was overwhelmed. This transparency depicts, by means of an organization chart, the reason for the slow progress: Moses made all decisions himself.

PRODUCTION NOTES:

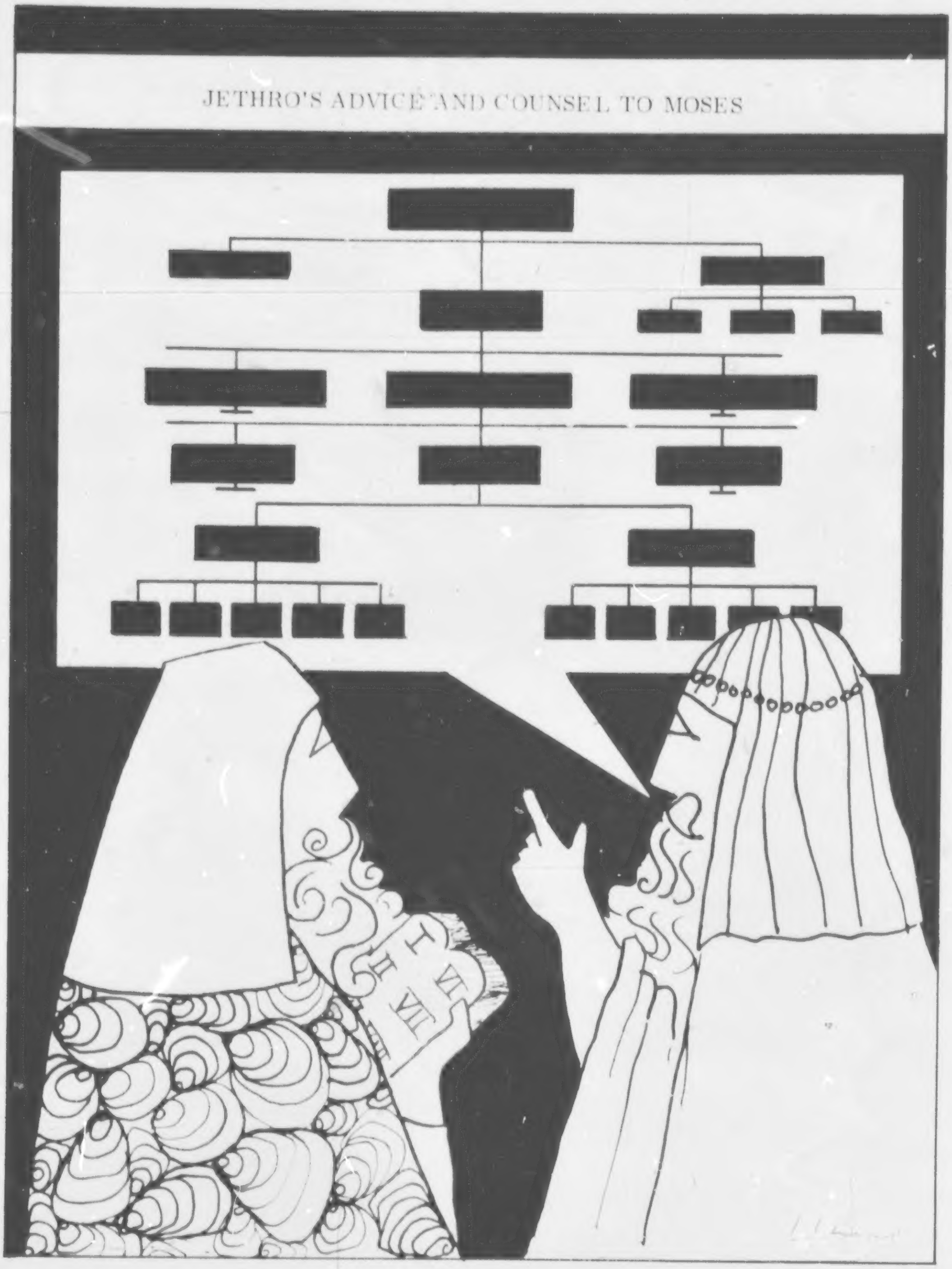
Frame 1:	All blocks outlined, connecting lines drawn, one arrow in center drawn. All titles in place, all faces appearing as round circles (features to appear in overlays), and all hats drawn. Moses - Leader, features drawn on face.
Overlay 1:	Second level, education, etc. Moses on each. Features on faces of each. Second arrow in center.
Overlay 2:	Third Level, Farming, etc. Moses on each, facial features of each Third arrow in center.
Overlay 3:	Fourth Level, Travel, etc. Moses on each, facial features Fourth Arrow in center

Note: Use spot coloring on this -- on hats, possibly on faces, e. g. red on the lower ones.

---

[1] Source: T-3 through T-6 are adapted from Ernest Dale, Organization: An Outline of the Subject with Illustrations and References (New York: By the Author, 1960), pp. 7-11. Used with permission of the author.

T-5


JETHRO'S ADVICE AND COUNSEL TO MOSES

TRANSPARENCY NOTES:

T-5 JETHRO'S ADVICE AND COUNSEL TO MOSES[1]

USE:

Speaking to Jethro (his father-in-law) about this problem, Moses was advised to divide the people up into groups with a leader for each group. These leaders would then report to Moses. Thus the solution to the problem is proposed division of work.

PRODUCTION NOTES:

Frame 1:	Title, 1 figures in color without Jethro's arm, clear background
Overlay 1:	Organization chart in silhouette Jethro's arm blacked out areas

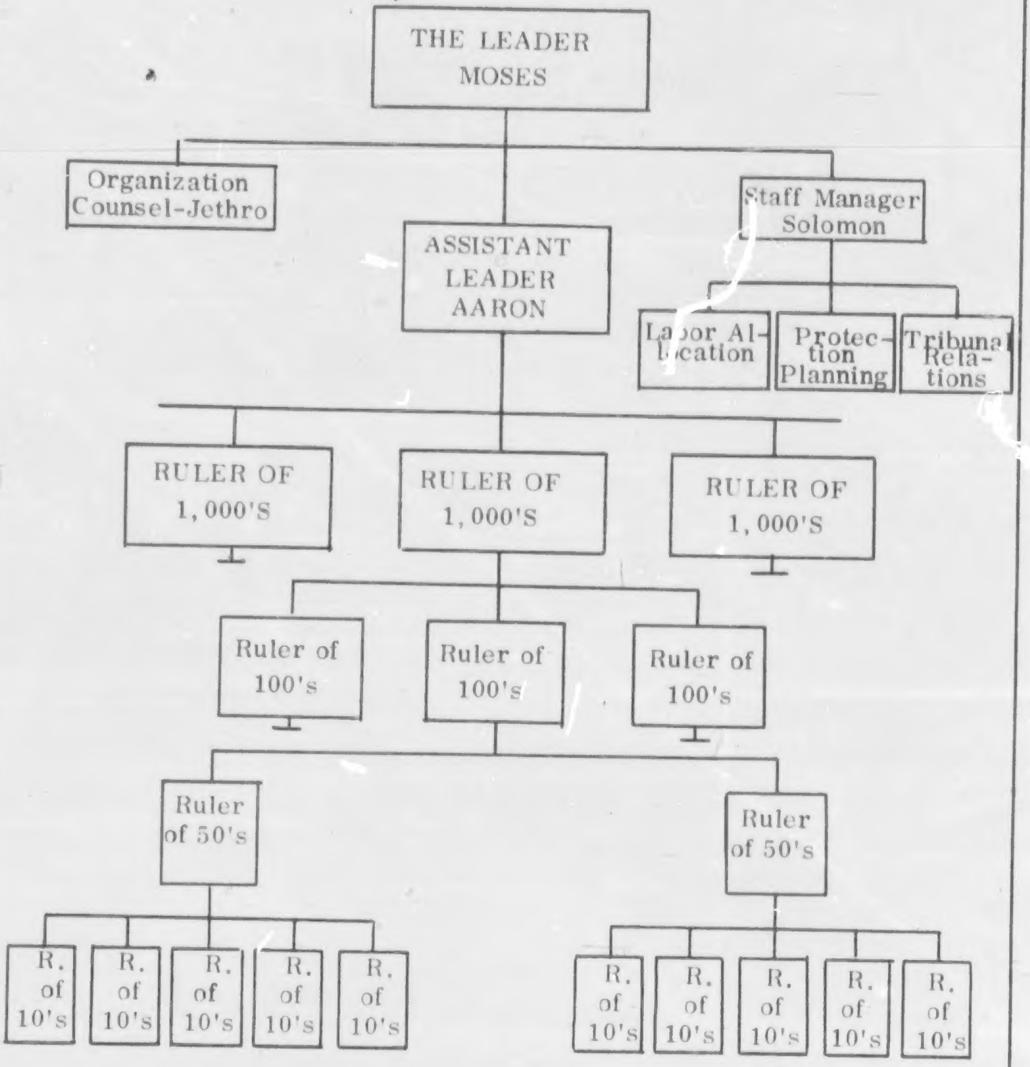
Note: We blacked out title on second frame of our, making the transparency a little more dramatic.

---

[1] Source: T-3 through T-6 are adapted from Ernest Dale, Organization: An Outline of the Subject with Illustrations and References (New York: By the Author, 1960), pp. 7-11. Used with permission of the author.

T-6

Organization


THE LEADER
MOSES
Organization Counsel-Jethro
Staff Manager Solomon
ASSISTANT LEADER AARON
Labor Allocation
Protection Planning
Tribunal Relations
RULER OF 1,000'S
RULER OF 1,000'S
RULER OF 1,000'S
Ruler of 100's
Ruler of 100's
Ruler of 100's
Ruler of 50's
Ruler of 50's
R. of 10's
R. of 10's
R. of 10's
R. of 10's
R. of 10's
R. of 10's
R. of 10's
R. of 10's
R. of 10's
R. of 10's

THE RESULT OF REORGANIZATION:
DELEGATION AND ACCOMPLISHMENT OF GOAL

TRANSPARENCY NOTES:

T-6 ORGANIZATION

USE:
Following the scheme suggested by Jethro, the chart illustrates the groups of 1,000, 100, 50, and 10. Thus the result of reorganization: division of work and delegation of authority, and accomplishment of the goal -- reaching the Promised Land.

PRODUCTION NOTES:

Title: Organization: The Result of Reorganization:
Delegation and Accomplishment of Goal

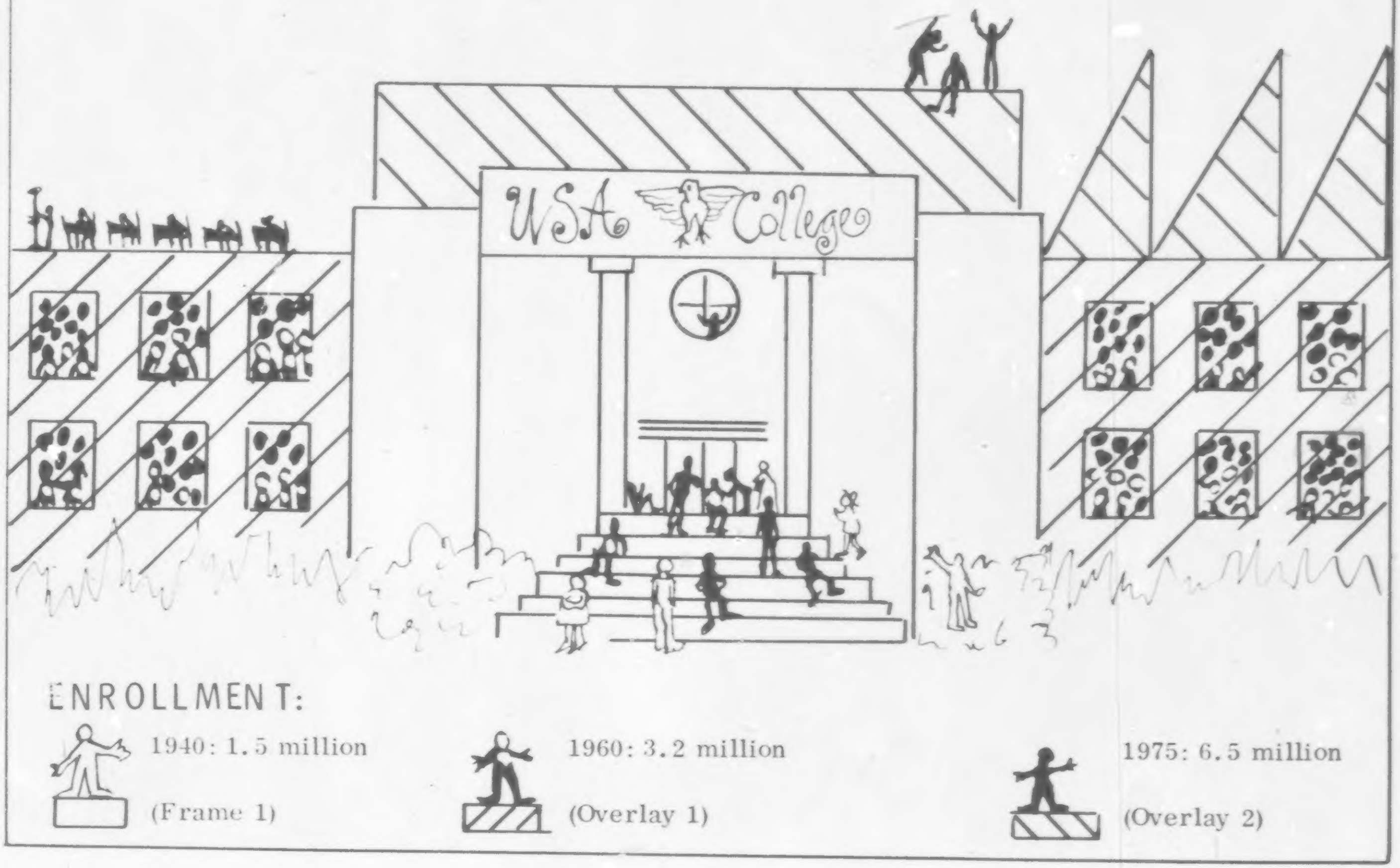
Frame 1: Entire figure
The Leader Moses -- red
All other blocks -- yellow

---

[1] Source: T-3 through T-6 are adapted from Ernest Dale, Organization: An Outline of the Subject with Illustrations and References (New York: By the Author, 1960), pp. 7-11. Used with permission of the author.

T-7

SPURT IN COLLEGE ENROLLMENT, 1940-1975



ENROLLMENT:

1940: 1.5 million (Frame 1)

1960: 3.2 million (Overlay 1)

1975: 6.5 million (Overlay 2)

TRANSPARENCY NOTES:

T-7 SPURT IN COLLEGE ENROLLMENT, 1940-1975

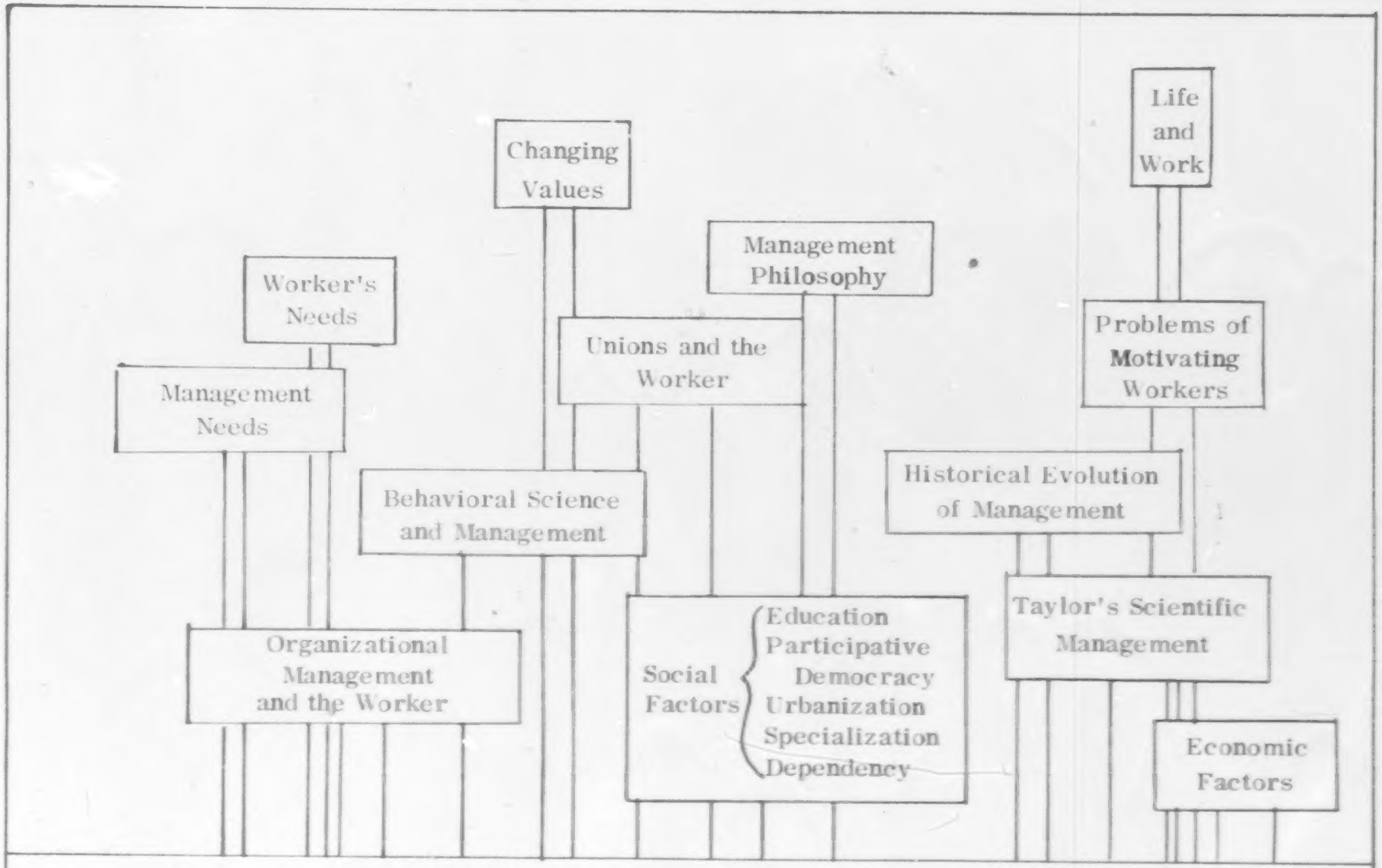
USE:
This transparency shows the increases in college enrollment starting with 1940 and projected through 1975.

1940 enrollment -- 1.5 million

1960 enrollment -- 3.2 million

1975 enrollment estimate -- 6.5 million

T-8


Life and Work
Problems of Motivating Workers
Historical Evolution of Management
Taylor's Scientific Management
Economic Factors
Changing Values
Management Philosophy
Unions and the Worker
Behavioral Science and Management
Social Factors
Education
Participative Democracy
Urbanization
Specialization
Dependency
Worker's Needs
Management Needs
Organizational Management and the Worker

Evolution of Human Relations Management

TRANSPARENCY NOTES:

T-8 EVOLUTION OF HUMAN RELATIONS MANAGEMENT

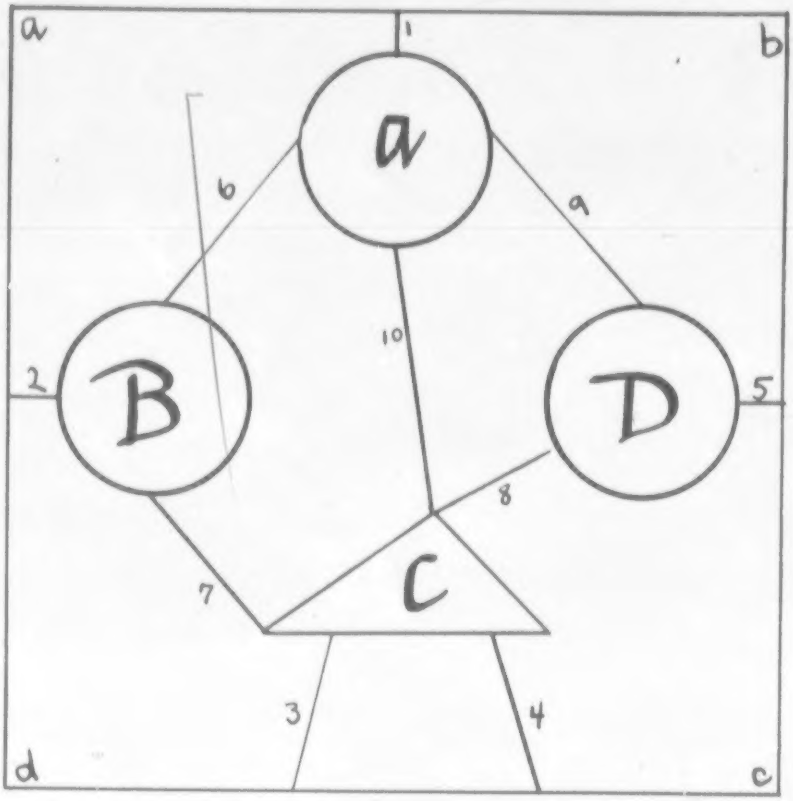
USE:

This transparency is suggested for showing that contemporary human relations is an outgrowth of the history of the search for philosophy, values, and techniques in the management of workers in the work place.

PRODUCTION NOTES:

Frame 1: Total
Spot color some of the signs.

T-9


a
1
b
a
6
9
10
2
B
D
5
8
C
7
3
4
d
c

THE INTERDEPENDENCE OF PARTS IN A SYSTEM

Source: Lawrence J. Henderson. Pareto's General Sociology. Cambridge: Harvard University Press, 1955 p. 56. Reprinted with permission.

TRANSPARENCY NOTES:

T-9: THE INTERDEPENDENCE OF PARTS IN A SYSTEM

USE:
As indicated by the title of the course, Human Resources in the Library System, the library is thought of in terms of a system in which all parts affect all other parts. Every action has effects throughout the system because all parts, human and non-human, are linked.

Writing as early as 1935 Henderson states: "The interdependence of the variables in a system is one of the widest inductions from experience that we possess; or we may alternatively regard it as the definition of a system."[1]

Henderson presented the diagram which is shown in the transparency and used it as an example of the interdependence of the variables in a system. In explanation of his diagram Henderson wrote:

> The four rigid bodies A, B, C, and D are fastened to a framework a, b, c, d by the elastic bands 1, 2, 3, 4, and 5. A, B, C, and D are joined one to another by the elastic bands 6, 7, 8, 9, and 10. Here the conditions of statical equilibrium can be worked out mathematically, or determined empirically by introducing spring-balances into the bonds 1, 2,.....10, and reading the balances.
>
> Now imagine the point of attachment of 5 on the frame to be moving toward b, all other points of attachment remaining unchanged. What will happen? Consider A. There will be action on A by the path 5, 9, by the path 5, 8, 10 and by the path 5, 8, 7, 6. But in each case these actions do not cease at A, just as they do not previously cease at D. The first, for example, continues along the path 10, 8, and so back to 5. If we try to think of all this as cause and

---

[1] Lawrence J. Henderson, Pareto's General Sociology (Cambridge, Mass.: Harvard University Press, 1955), p. 56. Reprinted with permission.

T-9 (Continued)

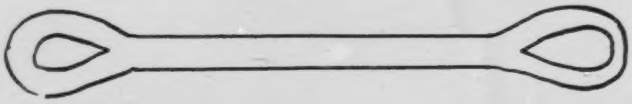
effect we must inevitably reach a state of confusion.[1]

If we let A represent the individuals in the organization; B the formal organization, C the informal organization, and D the physical environment of the work situation and the large square the total library system, and the solid lines the linking processes (communication, decisions, balance and control), we have a representation or over-all model of a library system. If the model is constructed so that the parts are movable, it is easy to demonstrate graphically that a change in part of the system causes repercussions in other parts of the system.

PRODUCTION NOTES:
Frame 1: Everything pictured.

As the point of the transparency was to illustrate the effects moving one of several connected bodies would have on the others, it was necessary to make the parts movable. The construction methods the project used follow:

The entire figure was first drawn in black and white to size. The background piece of acetate was then taped in place on top. Parts A - D, outside lines a - d, and internal lines 1 - 10, were all constructed of self-adhering colored acetate; in each case two pieces of the acetate were stuck sticky side together to create a single non-sticking piece of plastic. The outside lines (red) were cut longer than shown and about 1/4" wide. The circles and triangle were cut to size from blue, green and red sheets. The shapes were taped in place and marked wherever an internal line intersected them, then were punched with a common round-hole punch, and retaped. The internal lines were cut from yellow and were shaped so their ends would be large enough to accommodate a slit or hole which would connect with the punched holes in the circles and triangle.



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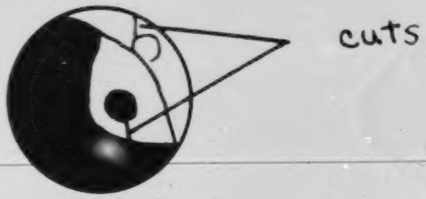
[1] Ibid., pp. 13-14.

T-9 (Continued)

PRODUCTION NOTES (Continued)

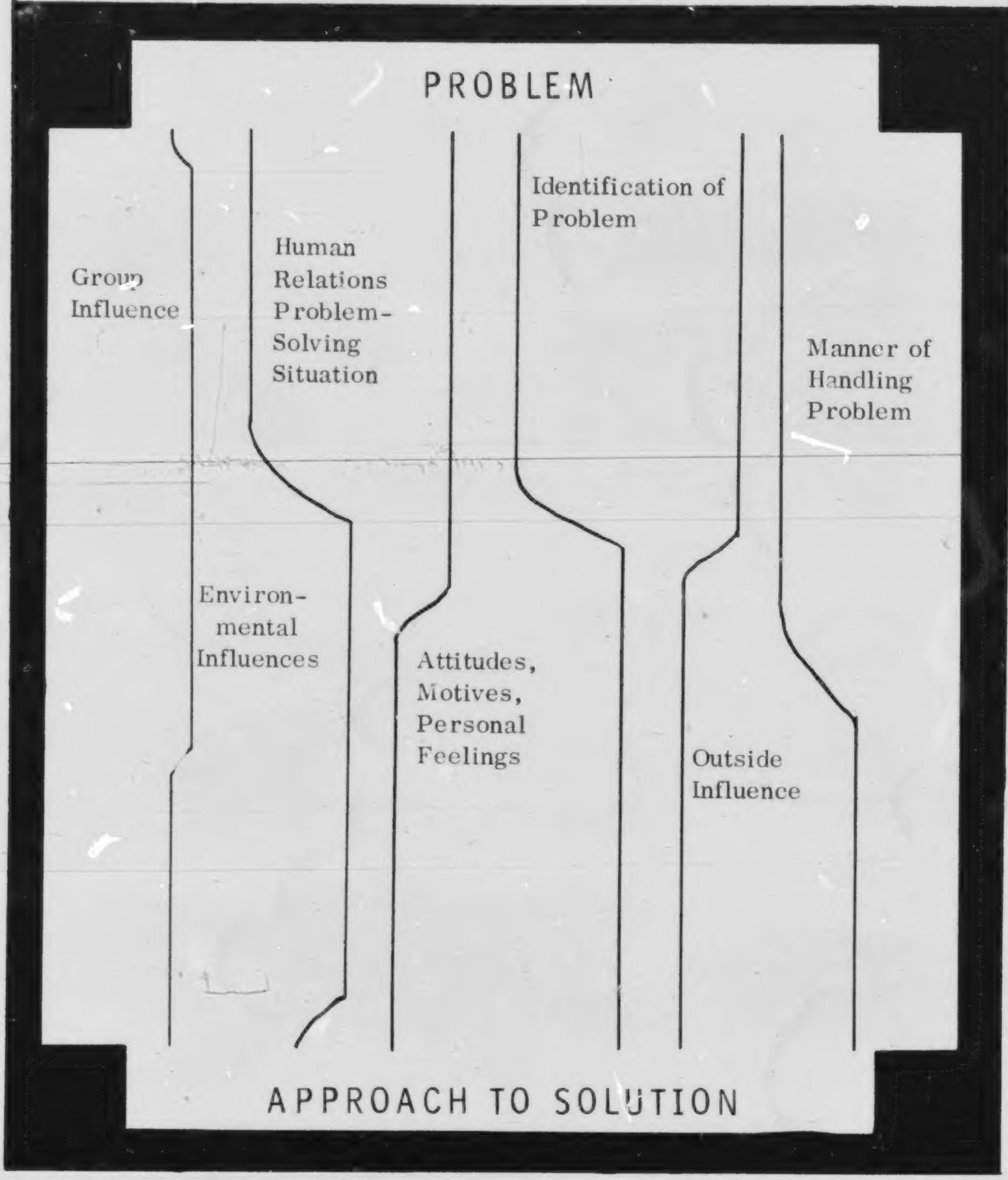
Connecting the parts was facilitated by their being made of two pieces of self-adhering material. To attach an internal connector to one of the figures, we peeled the two sides of the figure apart in the vicinty of one of its punched holes and made a cut into the hole from one side on one piece, from the other side on the other piece.



It was then possible to maneuver the connecting piece into place, threading one side of the figure at a time into the connector's hole, then readhering the figure's two sides. After all internal connections were made, the red outside lines were threaded through parts 1-5, and were taped down immediately outside corners a, b, c, and d. Whatever space remained between the outside edge of the figure and the outside edge of the transparency was blacked out with masking tape, and an area below the square was also blacked out leaving space, however, for the title and source to be printed.

T-10

SITUATIONAL ANALYSIS AND HUMAN RELATIONS PROBLEM SOLVING


PROBLEM
Group Influence
Human Relations Problem-Solving Situation
Identification of Problem
Manner of Handling Problem
Environmental Influences
Attitudes, Motives, Personal Feelings
Outside Influence
APPROACH TO SOLUTION

TRANSPARENCY NOTES:

T-10: SITUATIONAL ANALYSIS AND HUMAN RELATIONS PROBLEM SOLVING

USE:
This transparency is useful in suggesting approaches that should be considered in handling problems in any given situation.

Scott suggests several questions which form a usable guide to situational analysis:

Questions to Focus the Analysis

What is the problem ?
Who is involved in the problem ?
Is it a problem of individual motivation, or collective (group) behavior ?

Questions to Ask About the Employee and Yourself

What are the employee's attitudes and motives in this case ?
Are the attitudes of the employee self-generated or have they resulted primarily from the influence of his associates on the job ?
How do I feel about the employee's motives and attitudes ?

Questions to Ask about the Work Situation

What factors on the job situation are important to the problem other than the employee's attitudes and motives and his fellow workers ? (For example, supervision, the physical conditions of the job.)
How does company policy affect the problems and the decisions which may be rendered to solve the problems ?
Will any outside organizations affect the problem ? (For example, a union; other companies; professional associations.)[1]

The transparency sums up these questions and serves as a reminder of the many variables that need to be considered in problem solving.

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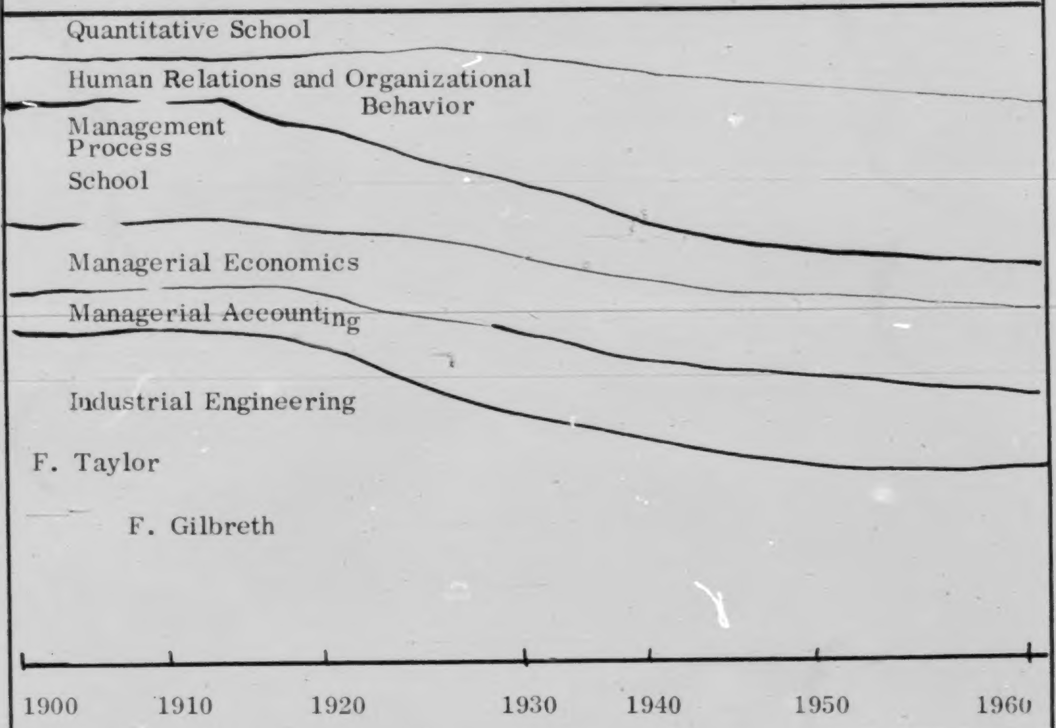
[1] William G. Scott, Human Relations in Management: A Behavioral Science Approach (Homewood, Illinois: Richard D. Irwin, 1962), p. 46. Reprinted with permission of the publisher

T-11

THE DEVELOPMENT OF MANAGEMENT THOUGHT



Rough sketch of partial contents of transparency available from The Lansford Publishing Company. In the original, examples of many important figures from each school of management are listed in chronological position (in addition to Taylor and Gilbreth who are included here). For ordering information, see page 213.

TRANSPARENCY NOTES:

T-11: THE DEVELOPMENT OF MANAGEMENT THOUGHT

USE:
This transparency is useful in summarizing the development of management thought (Unit 1.1). As it includes some schools of thought not developed in the Study Guide it broadens the scope of the material presented there.

The horizontal scale represents a time axis covering the period from 1900-1960. The vertical distance of each of the bands indicates the relative importance of the different schools of thought at particular moments in time.

It should be pointed out that many leaders in management and organization theory have contributed to more than one school of thought. In this transparency persons have been listed only in those areas in which they have made their best known contributions.

The following are some observations concerning each of the schools of thought represented in the transparency.

1. Industrial Engineering. This school of thought has also been identified as "Scientific Management." The "father" of this school was Frederick Taylor, who was trained as an engineer and focussed his attention on production efficiency. Specific techniques which received

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[1] SOURCE NOTE: This transparency is one of a commercially produced series entitled, "W 006 Transparencies on Behavioral Aspects of Management." Its specific identification number in the series is W-0-06-07. This transparency was prepared by Dick J. Wassenaar of San Jose State College and it, along with others in the series, can be ordered from The Lansford Publishing Company, 2516 Lansford Avenue, San Jose, California 95125. Titles of others in the series are: McGregor's Theory X and Y; How Human Needs Can be Satisfied On and Off the Job; Herzberg's Motivators and Dissatisfiers; Alternative Leadership Patterns; Contrasting Authoritarian and Participative Management Philosophies. Printed with permission of the publisher.

much attention from Taylor and his followers include motion and time studies, production planning and control, plant layout, wage incentives, and personnel management. Taylor formulated the first principles of scientific management and was an advocate of the use of the exception principle.

Gilbreth and his wife are known for their extensive work in the area of time and motion study and H. Emerson stressed, in particular, efficiency engineering and the principles of efficiency.

Although Scientific Management has made important contributions, its relative importance has been declining since the 1920s. A major reason for this decline was the neglect of the human aspects of organizations and the strong engineering orientation of many of the leaders of this school of thought.

2. The Management Process School:[1] This school of thought builds a theory of management around the process and functions involved in managing; it tries to establish a conceptual framework for the management process and identify the principles underlying this process.

Henry Fayol was the originator of this approach to management thinking. He developed the first complete theory of management, formulated the essential functions of management, and recognized the need for management training. It is often said that Fayol viewed the organization from the top down, whereas Taylor looked at the organization from the bottom upwards.

3. Human Relations and Organizational Behavior School. The human aspects of organizations were largely neglected until Elton Mayo began his now famous sociological studies (the best known of these include the Western Electric's Hawthorne Studies).

Since the 1930's this school of thought has grown dramatically and includes such well-known names as R. Likert, D. McGregor, and F. Herzberg.

---

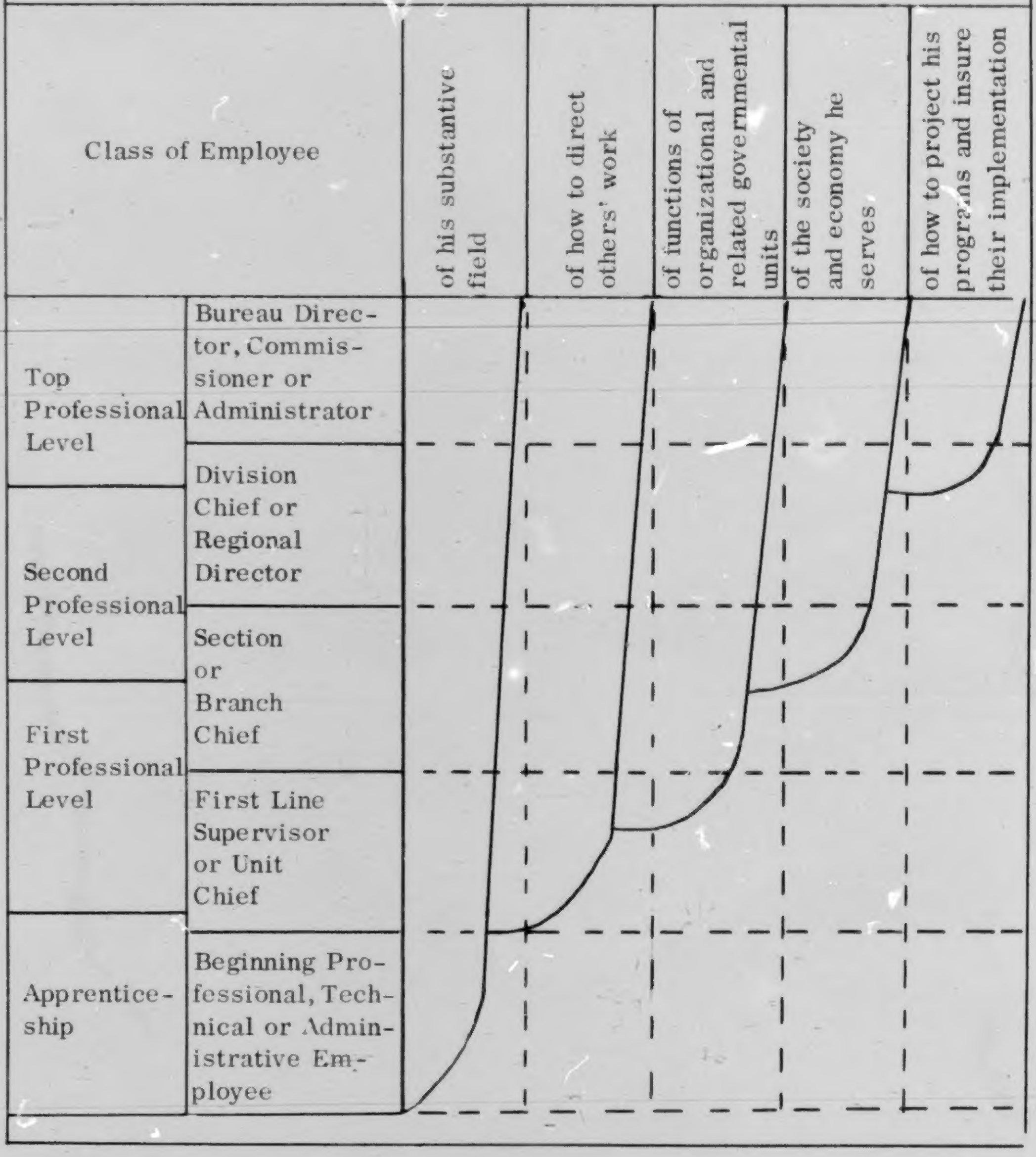
[1] Although not indicated in the transparency, it should be noted that H. Koontz and C. O'Donnell have been significant contributors to this school during the post World War II period.

4. Quantitative School. This is another area of management thought which has been gaining in significance over the past 40 years. Starting with contributors such as H. F. Dodge, H. G. Romig and W. A. Shewhart (who developed statistics-- and particularly sampling techniques-- as powerful management tools), this school gained rapidly in importance. Today many quantitative tools are available to the manager and Quantitative Analysis is taught in most modern business schools.

5. Managerial Economics and Managerial Accounting Schools. These schools of thought apply principles and thinking developed in non-management fields to management problems. This inter-disciplinary exchange of ideas and study has made important contributions to the development of all fields of study involved. Today the importance of managerial accounting, for example, is generally recognized.

T-12

REQUISITE UNDERSTANDINGS OF THE PUBLIC SERVANT



TRANSPARENCY NOTES:

T-12: REQUISITE UNDERSTANDINGS OF THE PUBLIC SERVANT

USE:
One of the requirements for an effective manager is to provide opportunities for subordinates to grow and develop. An organization which has a concern for the career growth of the employee needs to realize the overlays of concepts and skills that are necessary for an employee to have beyond his initial grounding in a substantive field. These added overlays are represented in the horizontal dimension: capacity for work direction; understanding of other functions of the organization; understanding the environment within which the organization operates; understanding the executive role. The vertical dimension on the left represents the career span of an individual in public service.

It suggests that the new professional brings to his job substantive knowledge, but after a few years he will be assigned to posts that require areas of understanding that were of no significance to him during his first years. Somehow, he must acquire a solid understanding of the processes of work direction. Thus, as the individual moves up the vertical dimension of the organization he needs occasions for learning the new overlays of knowledge and skills expected; he also needs to substitute the new for the obsolescent in his field of substantive knowledge. The question is: How best to provide for this training for career growth in libraries?

The chart is an adaptation of a chart given by Fayol in his classic General and Industrial Management[1] as paraphrased by John J. Corson.[2]

---

[1] Henry Fayol, General and Industrial Management (London: Sir Isaac Pitman and Sons, 1939), p. 10.

[2] John J. Corson, "Equipping Men for Career Growth in the Public Service," Public Administration Review, 23:1-9, May, 1963. See also: John J. Corson, Men Near the Top: Filling Key Posts in the Federal Service (Baltimore, Md.: The Johns Hopkins Press, 1966), pp. 144-161.

Corson's answer to the problem of necessary training for full career growth is training in schools to enable the individual at each successive stage in his career to acquire the additional understandings that he then needs for his job responsibilities.

A closely related presentation of this same general concept is developed in Katz's now classic article "Skills of an Effective Administrator," in the January-February 1955 Harvard Business Review.[1] Katz emphasizes that while providing training in human factors the fact that the manager has other vital development needs may be overlooked, especially the conceptual side of the manager's job. According to Katz three fundamental things happen as a manager moves up in the organization:

1. Human factors are important in all managerial jobs. What changes is the character of the human problems. The inter-personal contacts are quite different at the top administrative level than they are at the first level of supervision.

2. The technical or subject-matter side of the job becomes less important, because the higher up the manager goes the more he has to use the combined and coordinated skills and knowledge of specialists and his own specialized knowledge becomes less important to him as a decision maker.

3. On the other hand, the conceptual side of the job becomes more vital the higher the manager rises in the organization. The conceptual side of the job refers to the thinking essential for broad, long-range planning and sophisticated decision making. It is important that the top level administrator have a keen appreciation of the many external forces which influence the organization and which need to influence his decisions. He has reference to such forces as the technological, economic, political, social, cultural, demographic, environmental, etc.

---

[1] Robert L. Katz, "Skills of an Effective Administrator," Harvard Business Review, 33:33-42, January-February, 1955.

TRADITIONAL VERSUS HUMAN RELATIONS ASSUMPTIONS CONCERNING HUMAN BEHAVIOR

Traditional Assumptions	Modified by	Human Relations Assumptions
People try to satisfy one class of need at work -- the economic need.	PSYCHOLOGY	MAN IS: diversely motivated: Interdependent; Influenced by social setting at work; and is apt to behave nonlogically. MANAGERS can be trained in human relations.
There is an automatic sharing of goals at work: no conflict exists between individual and organizational objectives; mutuality of interests.	SOCIOLOGY	ORGANIZATION: A social system, job affected by those in situation as well as management; has an informal organization that affects and is affected by the formal organization; has job roles that are more complex than job descriptions.
People try to maximize rewards -- rationality.	SOCIAL PSYCHOLOGY	PEOPLE need to be motivated; Participatory decision making aids productivity; Teamwork essential for cooperation; Communication channels carry information related to formal organization and feelings of employees.

Adapted from: William G. Scott. Human Relations in Management: A Behavioral Science Approach. Homewood, Illinois: Richard D. Irwin, Inc., 1962, p. 56.
Printed with permission.

TRANSPARENCY NOTES:

T-13: TRADITIONAL VERSUS HUMAN RELATIONS ASSUMPTIONS CONCERNING HUMAN BEHAVIOR[1]

USE:
The assumptions that management holds about human nature affect managerial strategy. The set of assumptions which conceives of man as primarily motivated by his social needs is often referred to in the literature as the social model of man. The social man assumptions highlighted in this transparency are:

--Good human relations practice is grounded in an interdisciplinary approach to problem solving.

--Man is diversely motivated; this assumption is in opposition to the assumption in the rational-economic model, which assumes that man is primarily motivated by economic incentives.

--Managers can be trained in human relations skills.

--Man is not always logical; he often behaves non-logically.

--The work situation is a social system.

--Man has various roles in the work situation; two are basic-- (1) the job-oriented role and (2) the informal group-oriented role.

--Participation in decision making tends to increase productivity.

--Teamwork, which includes agreement on goals, is an important element for organizational health and survival.

--Communication channels must be kept open.

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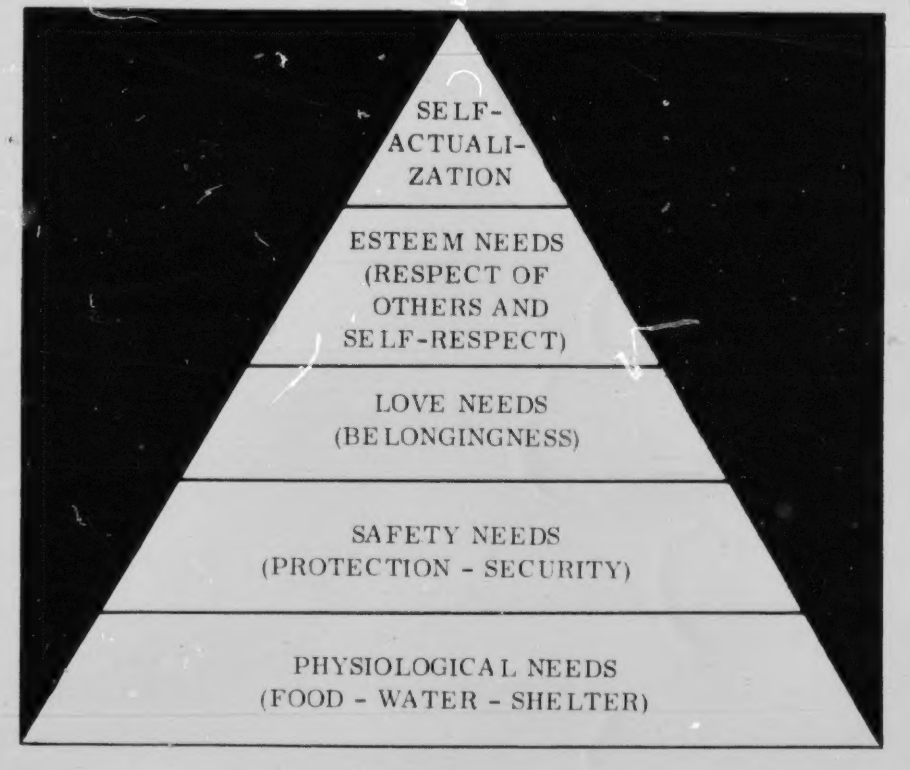
[1] Adapted from: William G. Scott, Human Relations in Management: A Behavioral Science Approach (Homewood, Illinois: Richard D. Irwin, Inc., 1962), p. 56. Printed with permission.


SELF-ACTUALIZATION
ESTEEM NEEDS (RESPECT OF OTHERS AND SELF-RESPECT)
LOVE NEEDS (BELONGINGNESS)
SAFETY NEEDS (PROTECTION - SECURITY)
PHYSIOLOGICAL NEEDS (FOOD - WATER - SHELTER)

HIERARCHY OF HUMAN NEEDS

"A want that is satisfied is no longer a want. The organism is dominated and its behavior organized only by unsatisfied needs."

Source: Maslow, A.H. "A Theory of Human Motivation," Psychological Review, 40:370-96, 1943.

TRANSPARENCY NOTES:

T-14: HIERARCHY OF NEEDS (MASLOW)

USE:
This transparency is useful in showing the various levels of motivation in Maslow's conceptualization of motivation, based on a hierarchy of needs. Maslow takes the position that a "lower need must be filled before the higher need can emerge."[1]

"Maslow's theory of human motivation is the most widely taught view of motivation in North American business schools and provides the theoretical framework for much organization theory."[2]

PRODUCTION NOTES:

Frame 1:	Title, Quotation, Source Black area surrounding triangle Bottom Stratum: Physiological Needs
Overlay 1:	Safety Needs
Overlay 2:	Love Needs
Overlay 3:	Esteem Needs
Overlay 4:	Self-Actualization

Note: As each stratum was colored, we did not actually draw the lines between them as shown in this black and white representation.

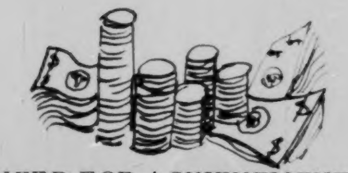
---

[1] Source: A. H. Maslow, "A Theory of Human Motivation," Psychological Review, 40:370-396, July, 1943.

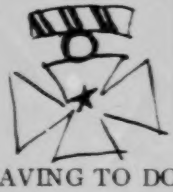
[2] Joe Kelly, Organizational Behaviour (Homewood, Illinois: Richard D. Irwin, Inc., and the Dorsey Press, 1969), p. 176.

PSYCHOGENIC NEEDS

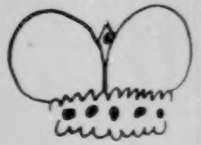
NEEDS ASSOCIATED WITH INANIMATE OBJECTS: Acquisition, Conservation, etc.

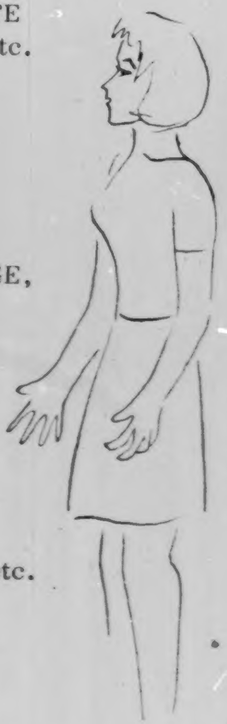


NEED FOR ACHIEVEMENT, PRESTIGE, ACCOMPLISHMENT, RECOGNITION.

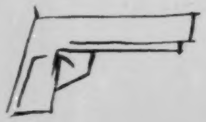


NEEDS HAVING TO DO WITH HUMAN POWER EXERTED, RESISTED OR YIELDED TO: Dominance, Deference, etc.

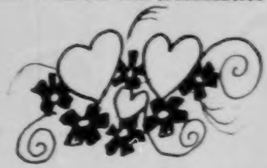




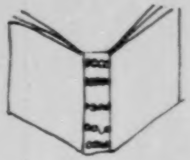
NEEDS HAVING TO DO WITH INJURING OTHERS OR ONESELF: Aggression, etc.



NEEDS HAVING TO DO WITH AFFECTION BETWEEN PEOPLE: Affiliation, Rejection.



ADDITIONAL SOCIALLY RELEVANT NEEDS: Play, Cognizance, Exposition.



Based on: Henry A. Murray, Jr., and others, Explorations in Personality (New York: Oxford University Press, 1938).

T-15

TRANSPARENCY NOTES:

T-15: PSYCHOGENIC NEEDS[1]

USE:
This transparency is useful in distinguishing Murray's Primary (Viscerogenic) or physiological needs, from his category which he categorized as Secondary (psychogenic) needs.

In the psychogenic group he listed those needs which he described as dependent upon and derived from the primary (viscerogenic) needs.

He felt the psychogenic needs were not fundamental, biological drives, though some might be innate.

To elaborate on the psychogenic group which are only presented in the broadest terms in the transparency, they are detailed below.

Murray lists the needs that pertain chiefly to actions associated with inanimate objects as:

(1) acquisition (to gain possessions and property; to work for money or goods); (2) conservation (need to collect, repair, clean and preserve things); (3) orderliness (the need to arrange and organize objects); (4) retention (the need to retain possession of things, to be economical or frugal); (5) construction (the need to build).

His items relative to needs expressing ambition, will power, design for accomplishment and prestige include: (6) superiority (the need to excel), (7) achievement (the need to overcome obstacles, the exercise power, to strive to do something difficult as well or as quickly as possible), (8) recognition (the need to cause praise from others, to demand respect), (9) exhibition (the need for self-dramatization, to shock or thrill others), (10), inviolency (the need to remain inviolate, to prevent a depreciation of self-respect, to preserve one's good name), (11) avoidance of inferiority (the need to avoid failure, ridicule or shame), (12) defensiveness (the need to defend oneself against accusations or blame, the need to justify one's actions), (13) counteraction (the need to overcome by restriving and retaliating).

---

[1] Based on: Henry A. Murray, Jr. and others, Explorations in Personality (New York, Oxford University Press, 1938), p. 80-83.

T-15 (Continued)

Under the category "Needs having to do with human power exerted, resisted, or yielded to," Murray includes: (14) dominance (the need to influence or control others), (15) deference (the need to admire and willingly follow a superior), (16), similance (the need to emulate others, to agree and believe), (17) autonomy (the need to strive for independence), (18) contrariness (the need to act differently from others, to be unique, to take the opposite side).

The category, "Needs having to do with injuring others or oneself" includes: (19) aggression (the need to assault or injure another, to belittle, harm, or maliciously ridicule a person), (20) abasement (the need to depreciate oneself, the need to accept punishment and comply), (21) the avoidance of blame (the need to avoid criticism or blame, or punishment by inhibiting unconventional impulses and obeying the rules or law, to be well behaved).

"Needs having to do with affection between people" includes (22) affiliation (the need to form friendships and associations with others), (23) rejection (the need to exclude, to ignore, or discriminate against others), (24) nuturance (the need to nourish, aid, or help others), (25) succorance (the need to seek sympathy, or protection, to be dependent upon others

His final category of psychogenic needs includes additional socially relevant needs, as follows: (26) play (the need to relax, amuse oneself, to seek entertainment), (27) cognizance (the need to explore, to ask questions, to satisfy one's curiosity), (28) exposition (the need to explain, to give out information, to interpret).

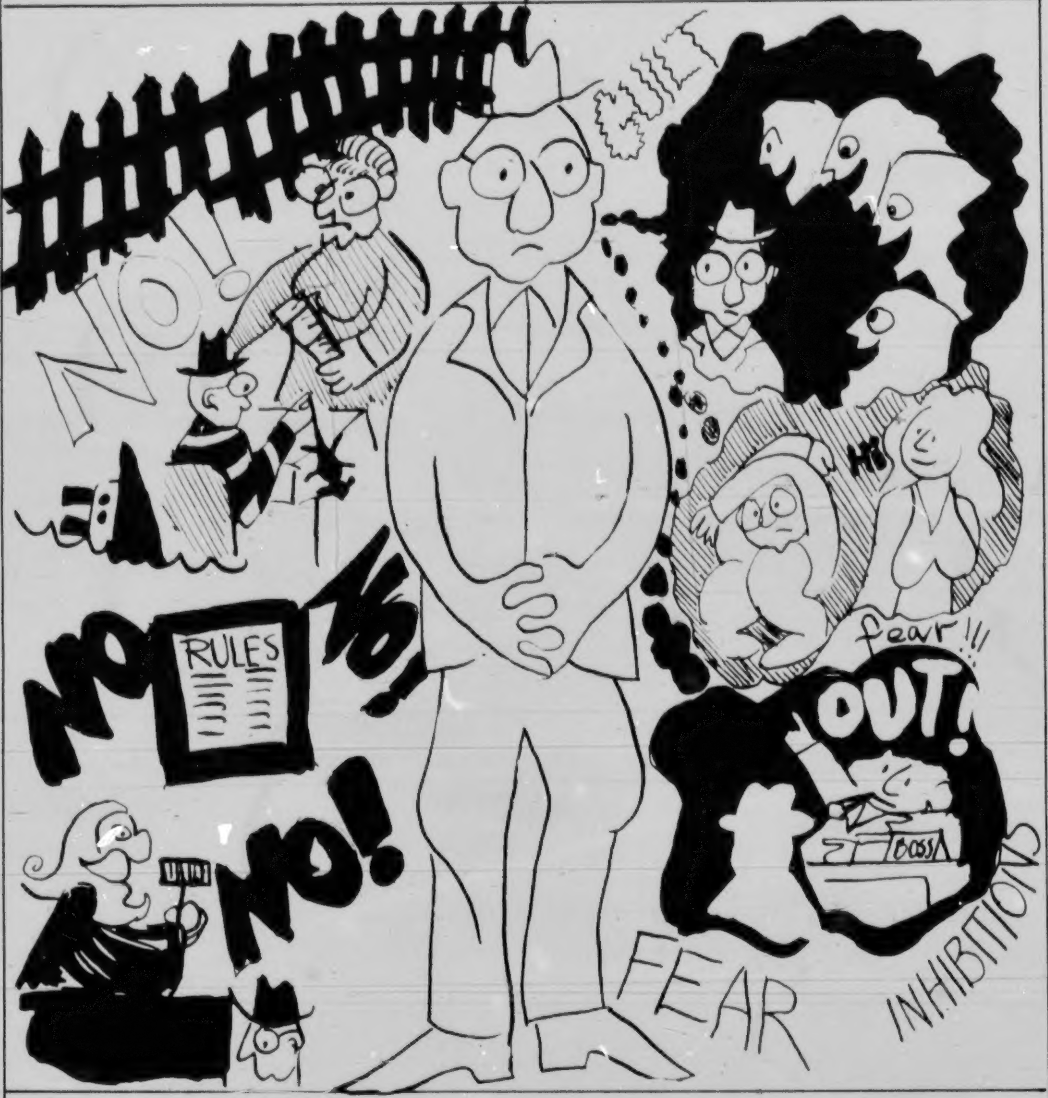
In presenting Murray's classification, the leader may want to refer to a table in Hilgard and Atkinson's Introduction to Psychology, which presents a list of psychogenic needs with some changes in wording to avoid Murray's neologisms.[1]

---

[1] Ernest R. Hilgard and Richard C. Atkinson, Introduction to Psychology, 4th ed. (New York: Harcourt, Brace and World, 1967), p. 143.

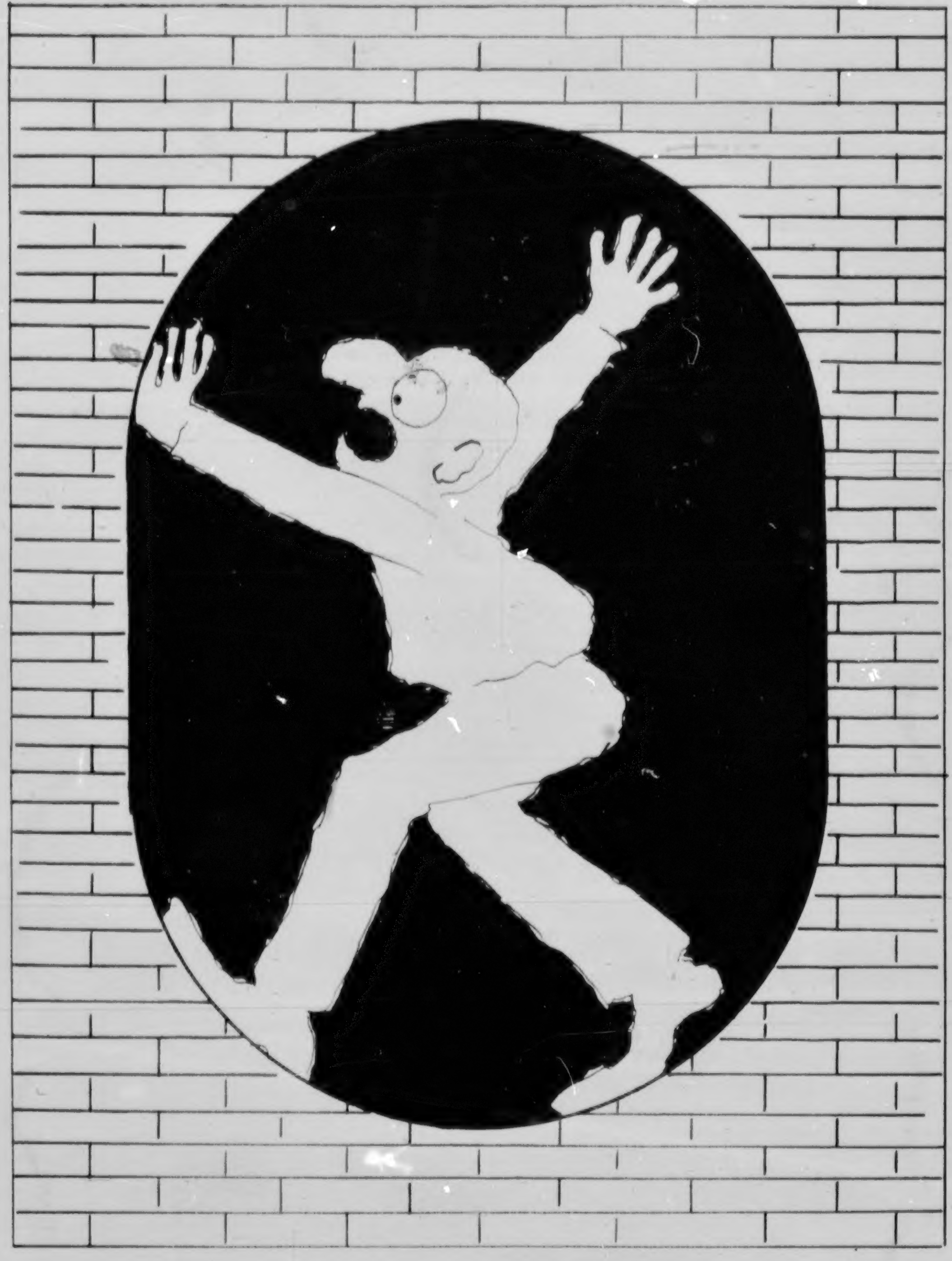
T-16

EXTERNAL	INTERNAL


NO!
GUILT
NO
RULES
NO!
NO!
HI
fear!!!
OUT!
BOSS
FEAR
INHIBITIONS

FRUSTRATIONS

T-17



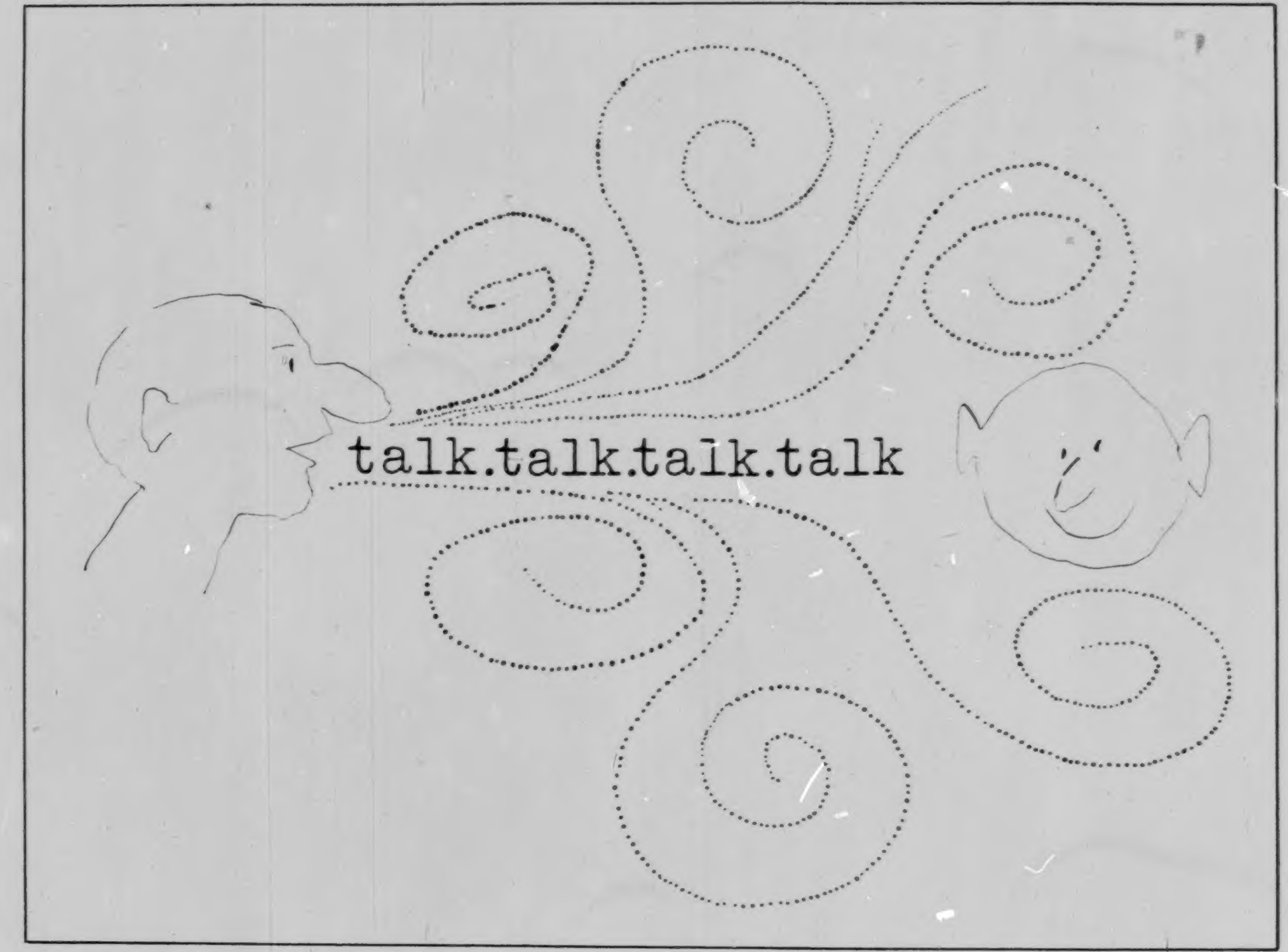
TRANSPARENCY NOTES:

T-17: DISCIPLINE AS A FRUSTRATION

USE:
This transparency is useful in dramatizing the fact that discipline, the need to subordinate oneself to someone else's will, may be a real stress and frustration for some people.

The employee may feel that he is up against a brick wall and has no recourse except to complain to his associates that he has been treated unfairly.

T-18


talk.talk.talk.talk

TRANSPARENCY NOTES:

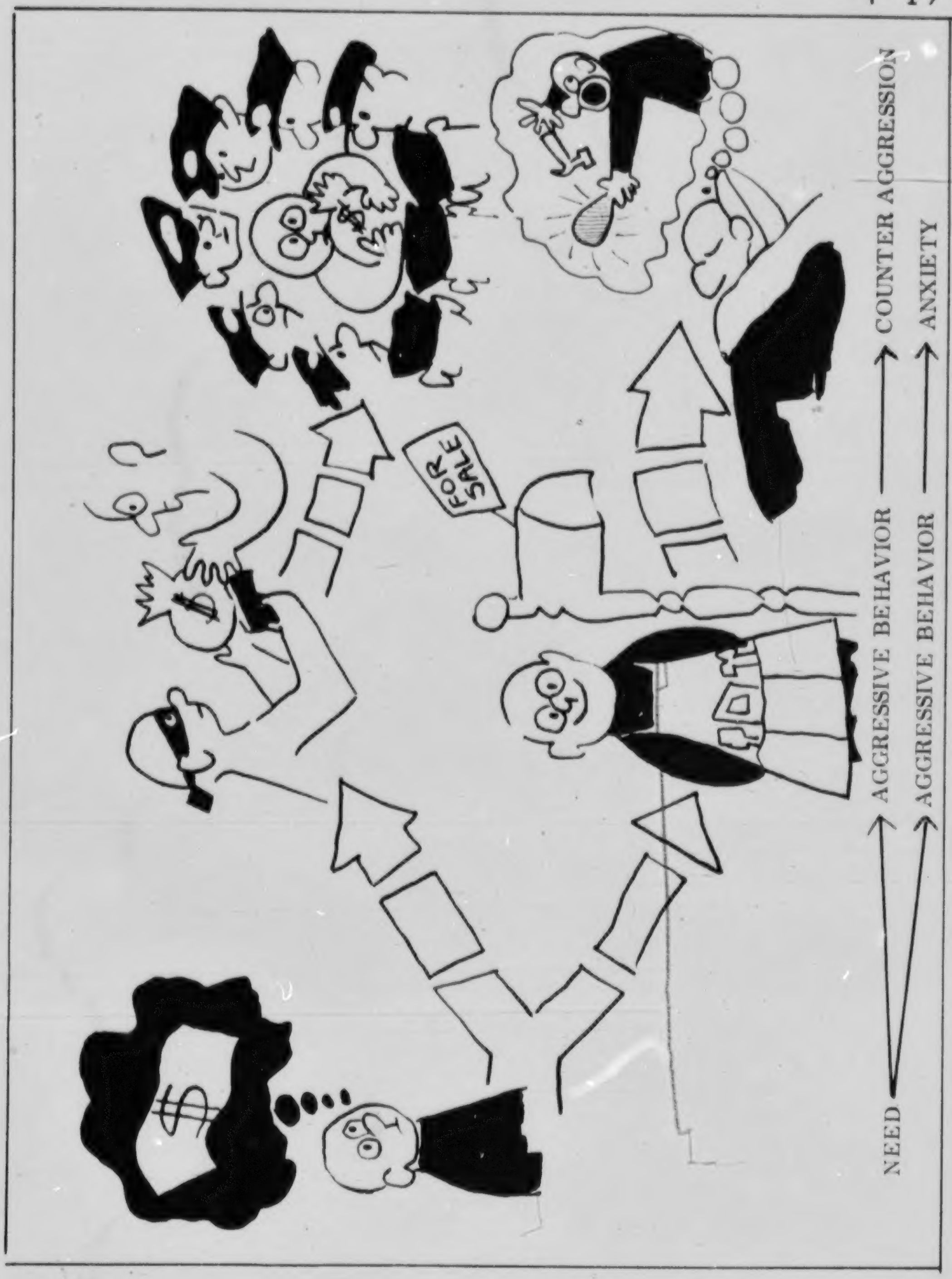
T-18: MENTAL FIRST AID -- LISTENING

USE:
This transparency is designed to show that elementary assistance in the mental sphere is letting the injured person get his trouble off his chest. This kind of help has become known as "mental first aid."

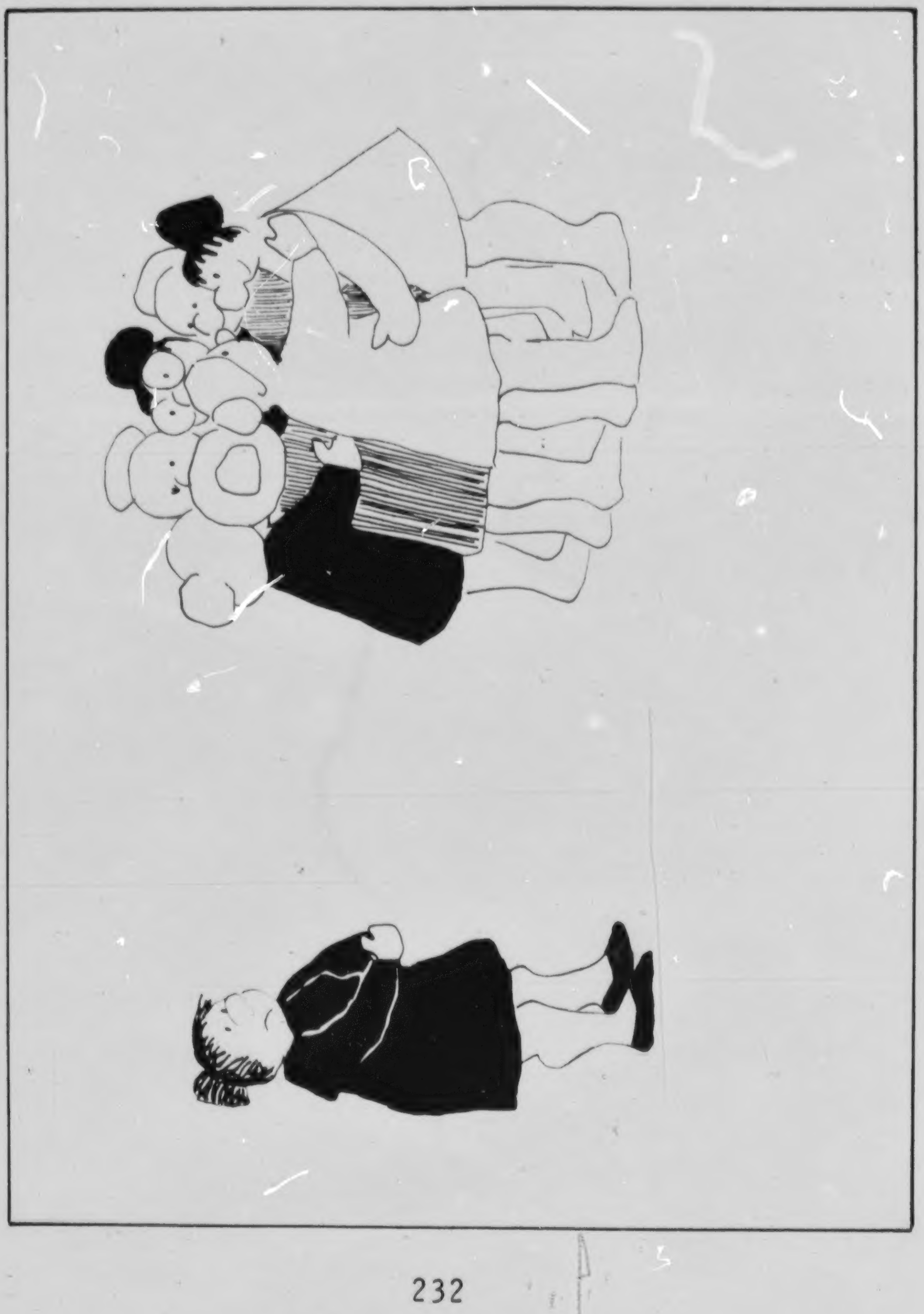
For most people, just being able to talk it out is a great relief. Problems become less perplexing and frightening when verbalized.

The best kind of first aid to give in such circumstances is simply "to listen."

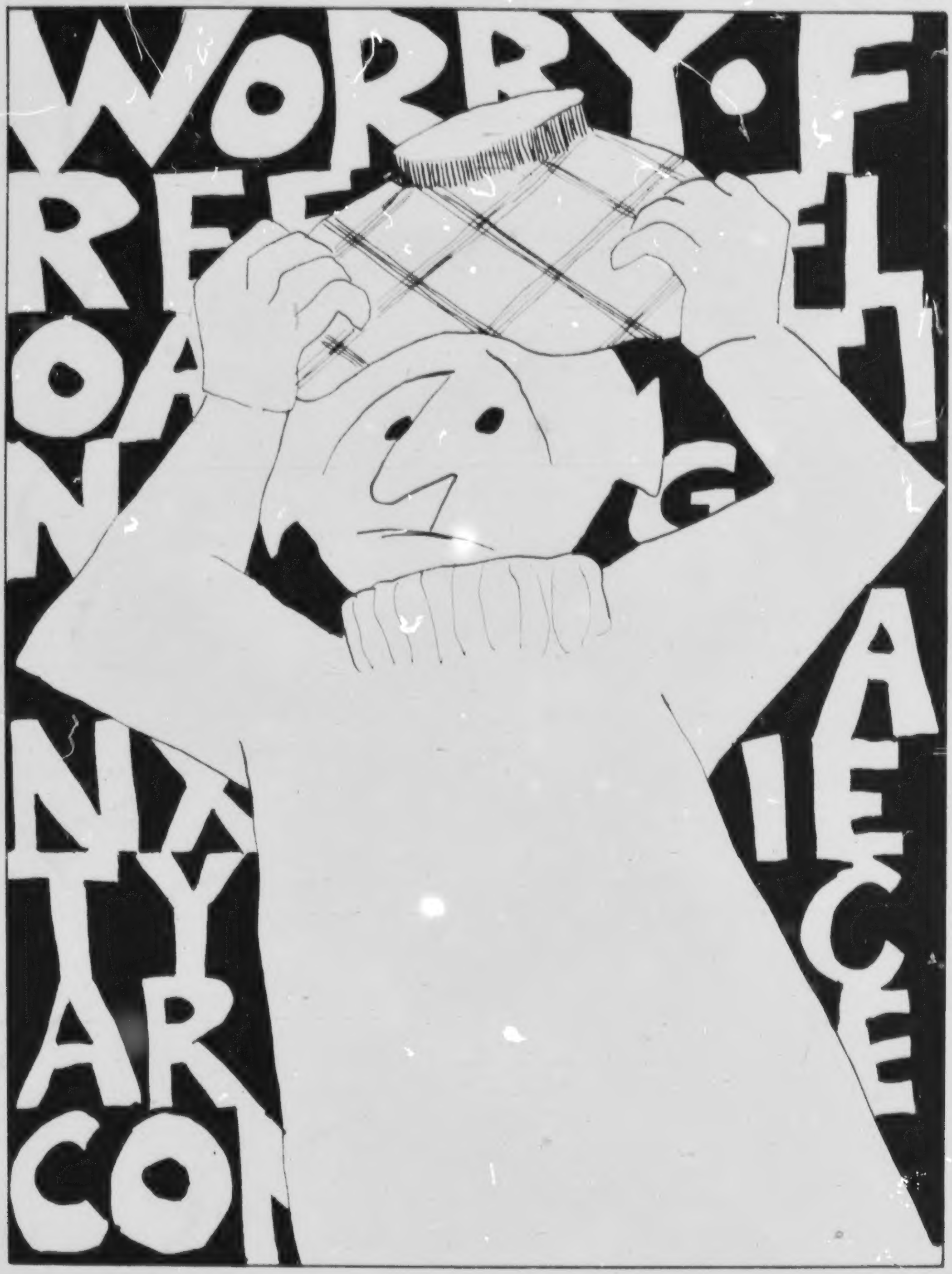
T-19


$
$
$
FOR SALE
NEED → AGGRESSIVE BEHAVIOR → COUNTER AGGRESSION
→ AGGRESSIVE BEHAVIOR → ANXIETY

T-20



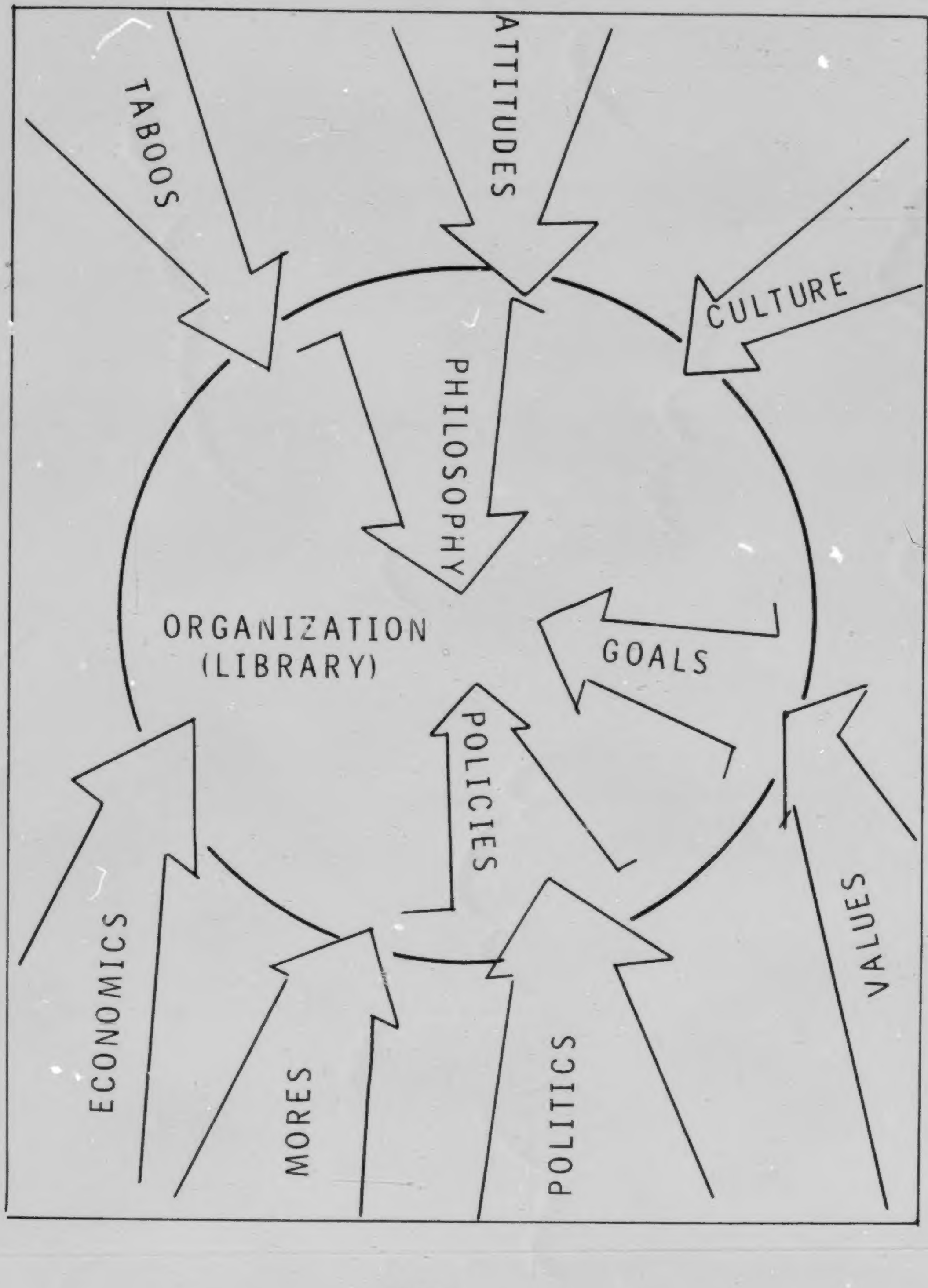
T-21


WORRY OF
RE EL
OA I
N G
NX A
TY IE
AR CE
CO

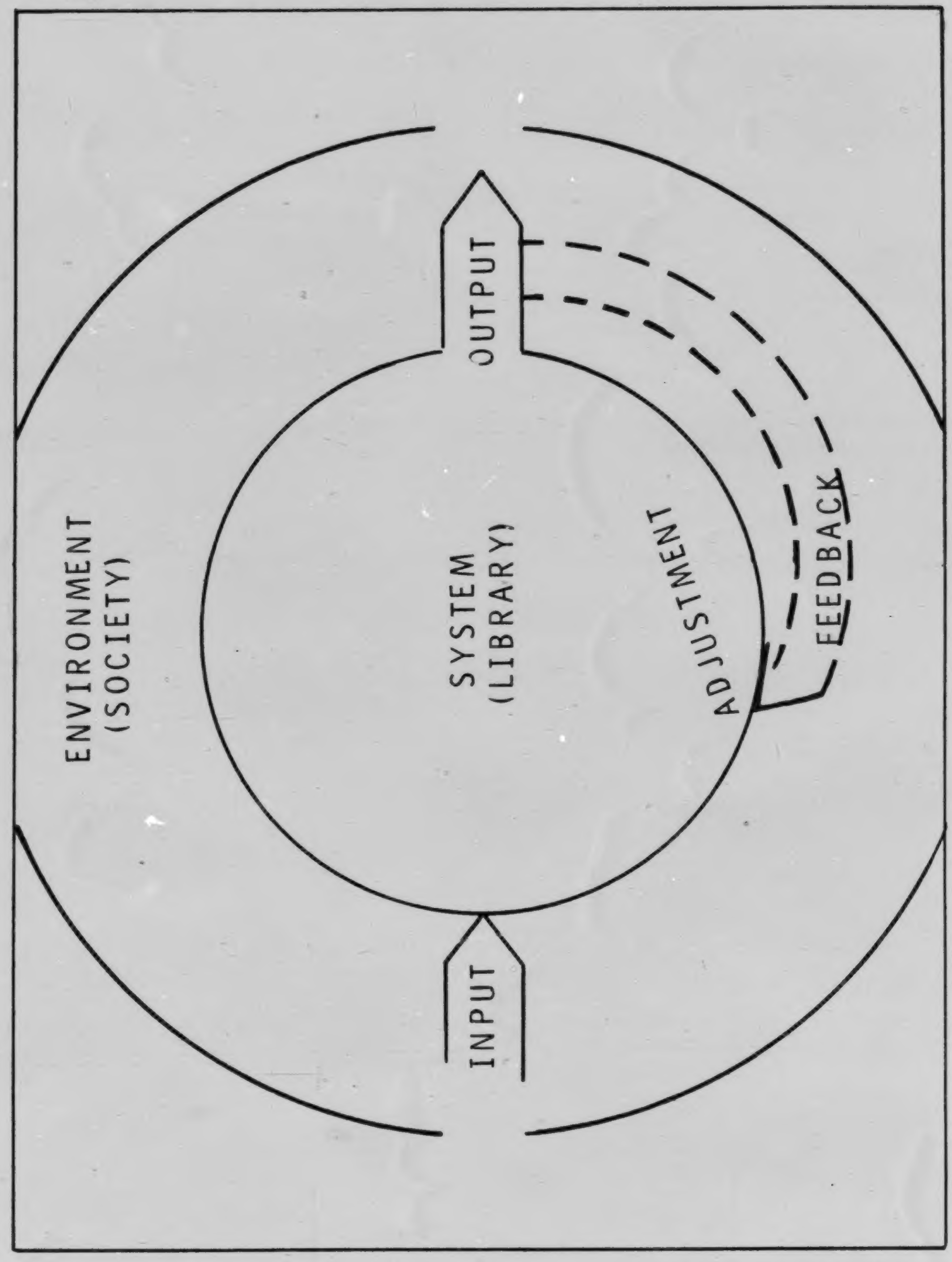
TRANSPARENCY NOTES:

T-21: RELATION OF ANXIETY TO PHYSICAL PAIN

USE:
This transparency is designed to show what has been brought out in numerous experiments, namely the probable relation of illness and pain to mental pressures, such as anxiety. An anxiety makes one more prone to "feel for a pain" and this only heightens the anxiety.

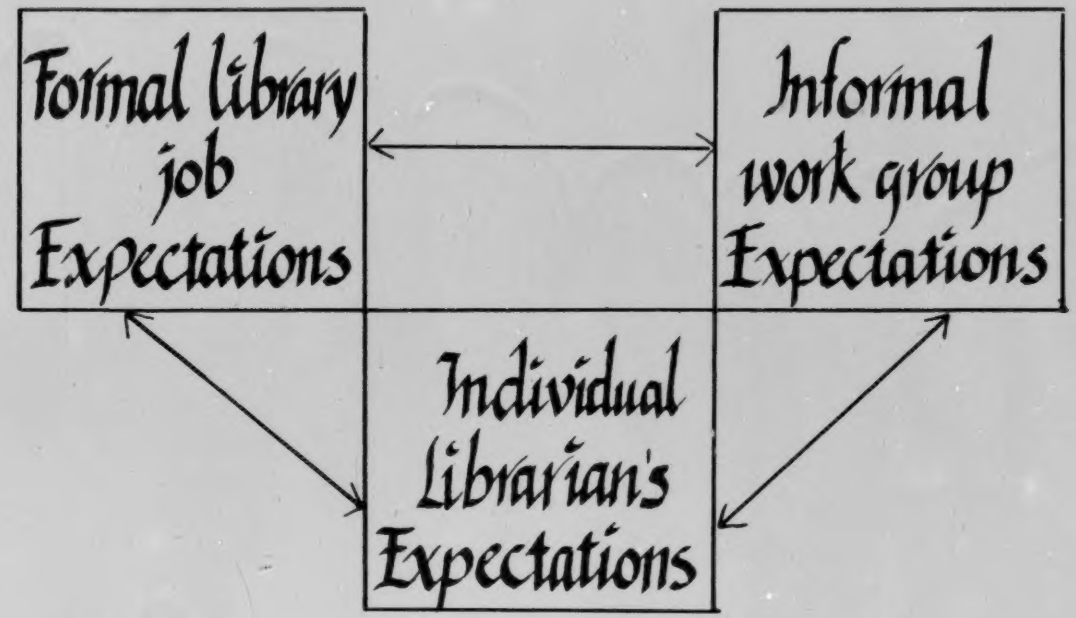

TABOOS
ATTITUDES
CULTURE
PHILOSOPHY
GOALS
ORGANIZATION
(LIBRARY)
POLICIES
ECONOMICS
MORES
POLITICS
VALUES

T-23


ENVIRONMENT (SOCIETY)
SYSTEM (LIBRARY)
ADJUSTMENT
FEEDBACK
OUTPUT
INPUT

T-24

Role Expectations and Their Interactions



Formal library job Expectations

Informal work group Expectations

Individual Librarian's Expectations

TRANSPARENCY NOTES:

T-24: ROLE EXPECTATIONS AND THEIR INTERACTIONS[1]

USE:
This transparency is designed to show three types of role expectations -- formal, informal, and individual -- that interact and modify each other in the job situation.

When an individual joins an organization certain roles are assumed, so an individual's behavior in organizations is actually role behavior. The library organization with its job for an individual has certain expectations of the librarian-worker and makes certain demands aimed at mission accomplishment. This is represented by the block labeled "formal library job expectations."

In addition the informal work group also acts as an expectation source. Sometimes the demands and expectations of informal groups may seem more important than the job demands of the formal library organization. This concept is represented by the block labeled "informal work group expectations."

Finally, the worker himself has certain personal needs that he is seeking to fulfill in the organization and these constitute the third block, the "individual librarian's expectations."

Each librarian-worker will attempt to define all three of these roles expected of him. His accuracy in this definitional process can determine his satisfaction and performance on the job. Library management needs to understand that the three sources of expectations -- formal, informal, and individual -- will constantly interact and modify each other.

PRODUCTION NOTES:

Frame 1: Everything pictured.
Instead of outlining the boxes, we used colored shapes.

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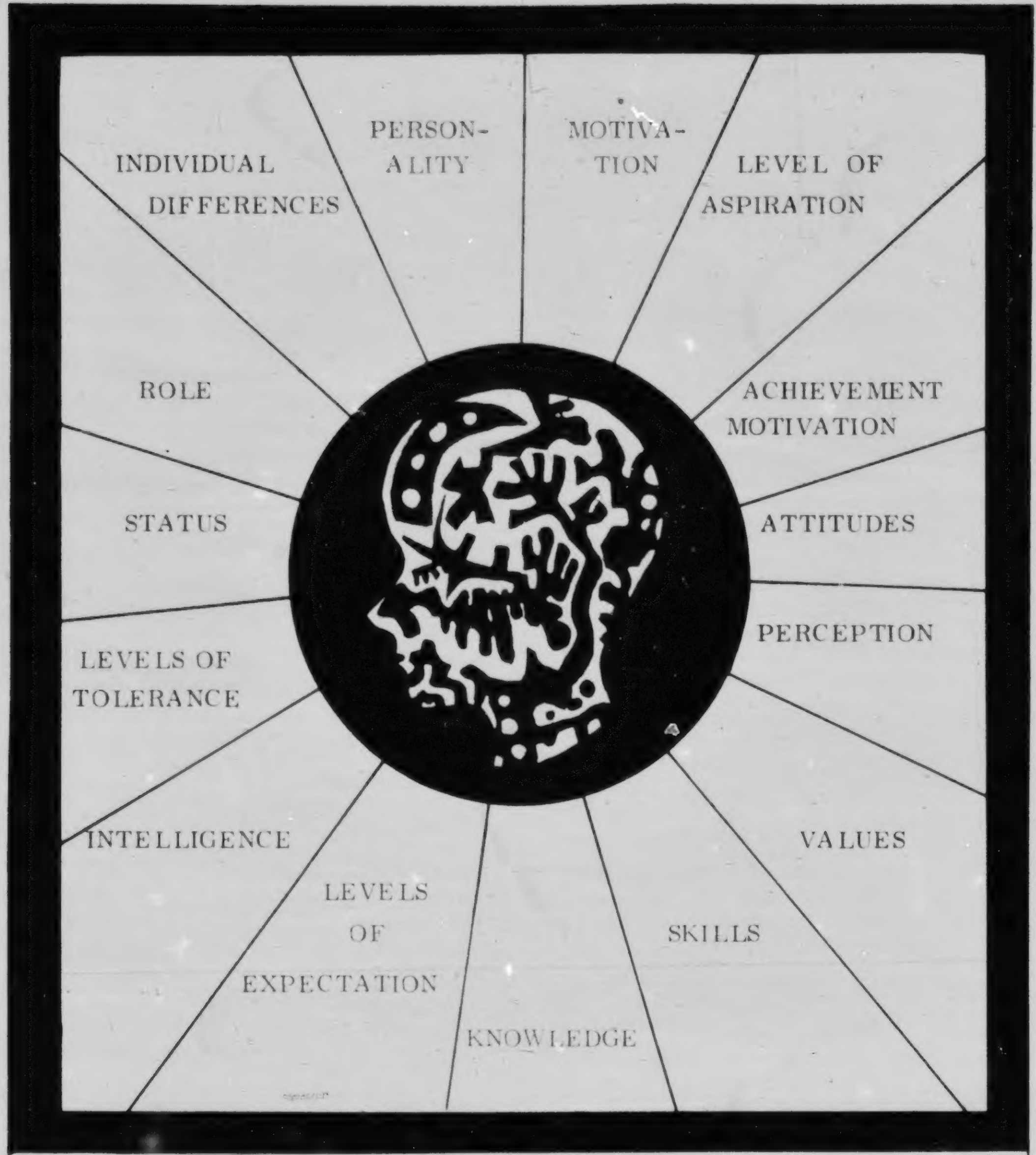
[1] Adapted from: William G. Scott, Human Relations in Management: A Behavioral Science Approach (Homewood, Ill.: Irwin, 1962), p. 107.

T-25



INDIVIDUAL DIFFERENCES

PERSONALITY

MOTIVATION

LEVEL OF ASPIRATION

ROLE

ACHIEVEMENT MOTIVATION

STATUS

ATTITUDES

LEVELS OF TOLERANCE

PERCEPTION

INTELLIGENCE

VALUES

LEVELS OF EXPECTATION

SKILLS

KNOWLEDGE

INNER FORCES INFLUENCING LIBRARY EMPLOYEE

TRANSPARENCY NOTES:

T-25: INNER FORCES INFLUENCING LIBRARY EMPLOYEE

USE:
This transparency is designed to illustrate the statement by Peter Drucker: "In hiring a worker one cannot hire a hand; its owner always comes with it...one can hire only a whole man rather than any part thereof."[1]

When one hires this whole man or woman, one has hired:

--a personality
--a set of attitudes
--a set of motives
--levels of aspiration
--goals
--ambitions
--needs
--egos--
--roles
--abilities
--interests
--values
--ability and capacity to learn
--and many other factors.

If managers are to be effective in motivating their workers they must have some understanding of these factors. The manager must gain as much understanding as possible of how people function. Gage has summed it up this way: "The better you understand your people the better you can get along with them and the better you can motivate them."

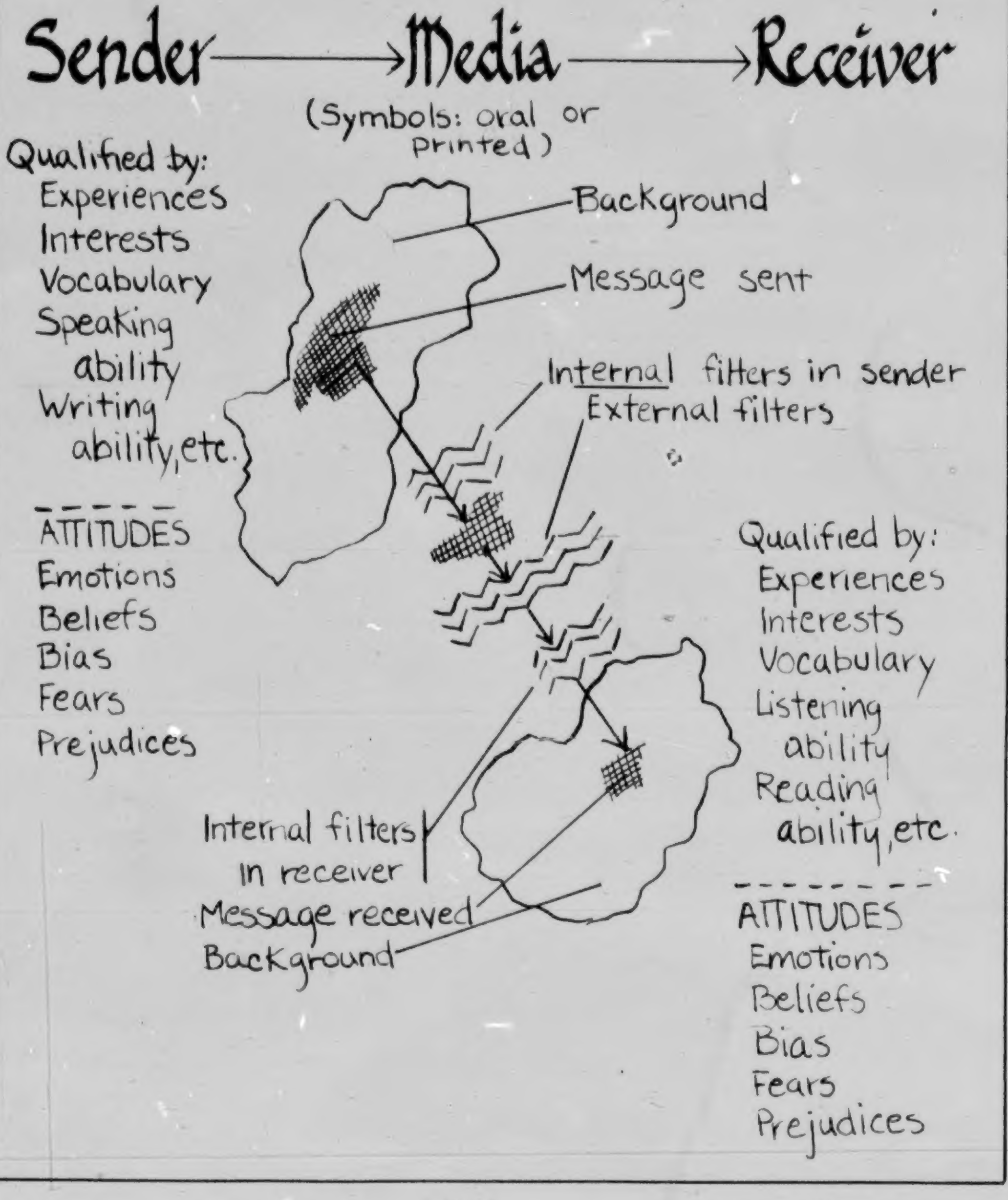
---

[1] Peter F. Drucker, The Practice of Management (New York: Harper, 1954), p. 262.

[2] N. L. Gage, "Accuracy of Social Perception and Effectiveness of Interpersonal Relations," Journal of Personality, 22:128-141, September, 1953.

T-26

INDIVIDUAL DIFFERENCES AFFECTING THE COMMUNICATION PROCESS


Sender → Media → Receiver
(Symbols: oral or printed)
Qualified by:
Experiences
Interests
Vocabulary
Speaking ability
Writing ability, etc.
ATTITUDES
Emotions
Beliefs
Bias
Fears
Prejudices
Background
Message sent
Internal filters in sender
External filters
Qualified by:
Experiences
Interests
Vocabulary
Listening ability
Reading ability, etc.
ATTITUDES
Emotions
Beliefs
Bias
Fears
Prejudices
Internal filters in receiver
Message received
Background

TRANSPARENCY NOTES:

T-26: INDIVIDUAL DIFFERENCES AFFECTING THE COMMUNICATION PROCESS

USE:
The purpose of this transparency is to diagrammatically show a model of the communication process. For communication to occur, the sender and the receiver must get together through the use of some media and in a specific context or environment. To get things accomplished in the work situation, people managers must work with people and communication must take place. In this context communication is the process wherein two or more people try to understand each other; try to share experiences, ideas, beliefs, feelings, values, wishes, and attitudes. How close the manager comes to establishing mutual understanding with his work group is dependent upon many complex variables. There are variables in the "Sender" of the message; variables in the "Receiver" of the message; and variables in the media used (such as visual methods -- printed words, charts, pictures, etc.) or oral symbols (spoken words, grunts, sighs, recordings, etc.).

When two people get together to try to understand each other using some media or combination of media, it is important to remember certain things.

(1) Both the sender and the receiver have been "programmed" differently. They have different experiences, vocabularies, skills, abilities.

(2) They also have human emotions, interests, biases, fears and beliefs.

(3) Misconceptions or misunderstandings can occur because of factors involving the sender, the symbols and media used, and the factors in the receiver.

Specifically in this transparency on the left the idea is conveyed that the sender formulates a message in his mind which he attempts to communicate, but which first is censored or distorted by filters within himself; then the message is further distorted, as indicated in the center of the transparency, by filters involved in the media used, noise, distractions, etc. Finally, as shown on the right of the transparency, the receiver selects and further distorts the message because of his internal filters (interests, biases, previous knowledge, etc.).

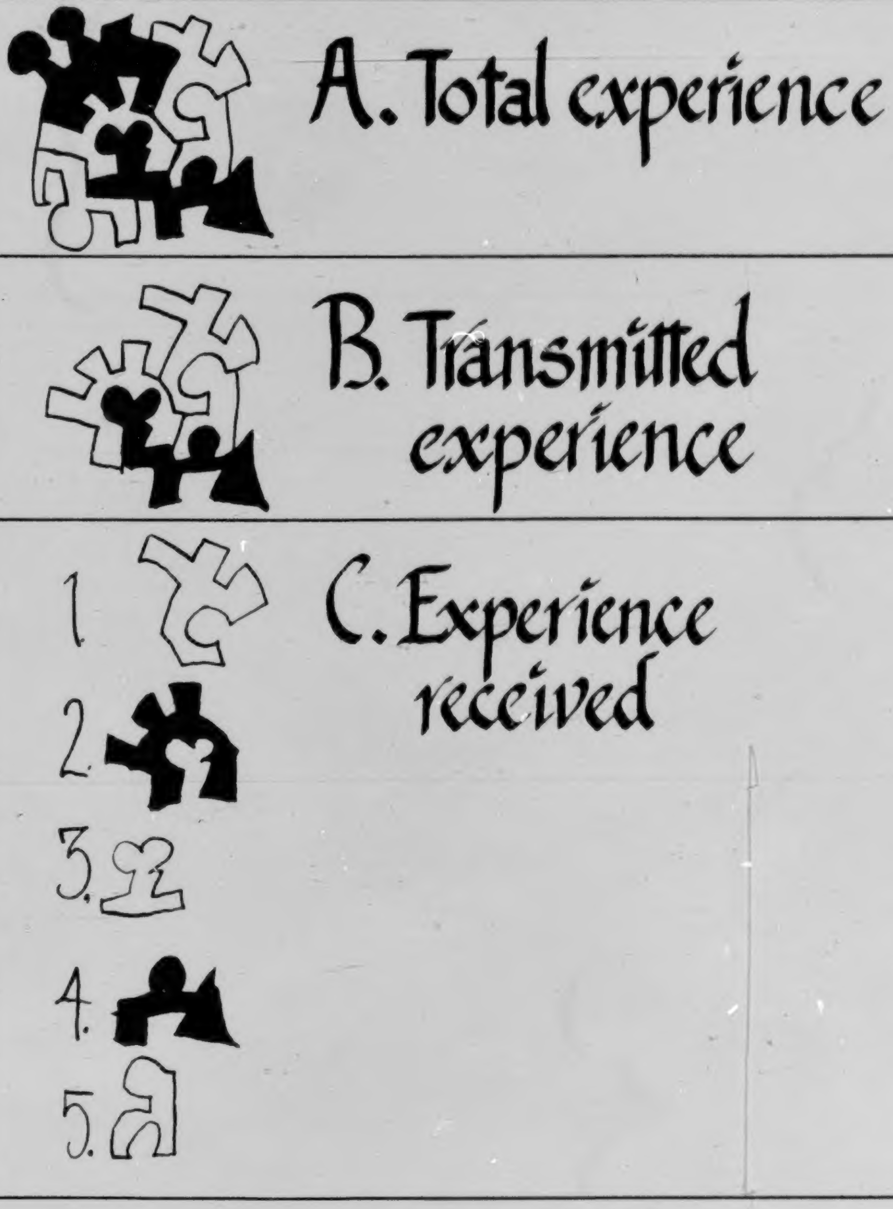
Also to be noted is that while all this is going on, the Sender and Receiver are sending and receiving non-verbal messages and signals. At some level these non-verbal messages often communicate more accurately than the verbal.

To summarize: the communication process is highly abstract and complex. It can break down and misunderstandings can occur because of factors in the sender, the media, or the receiver.

T-27

MESSAGE IN THE MIND OF THE SENDER VS.

MESSAGE IN MIND OF RECEIVER


A. Total experience
B. Transmitted experience
C. Experience received
1.
2.
3.
4.
5.

TRANSPARENCY NOTES:

T-27: MESSAGE IN THE MIND OF THE SENDER VERSUS MESSAGE IN THE MIND OF THE RECEIVER

USE:

This transparency represents the communication process by showing A--the total experience; B--experience transmitted; and C--experience received.

A represents the total experience of the sender.
B represents that portion of the total experience which is transmitted.
C represents that portion of the total experience of the sender which is received by each of four receivers.

For the individual receiver, the type and amount of information received depends on the circumstances surrounding him.

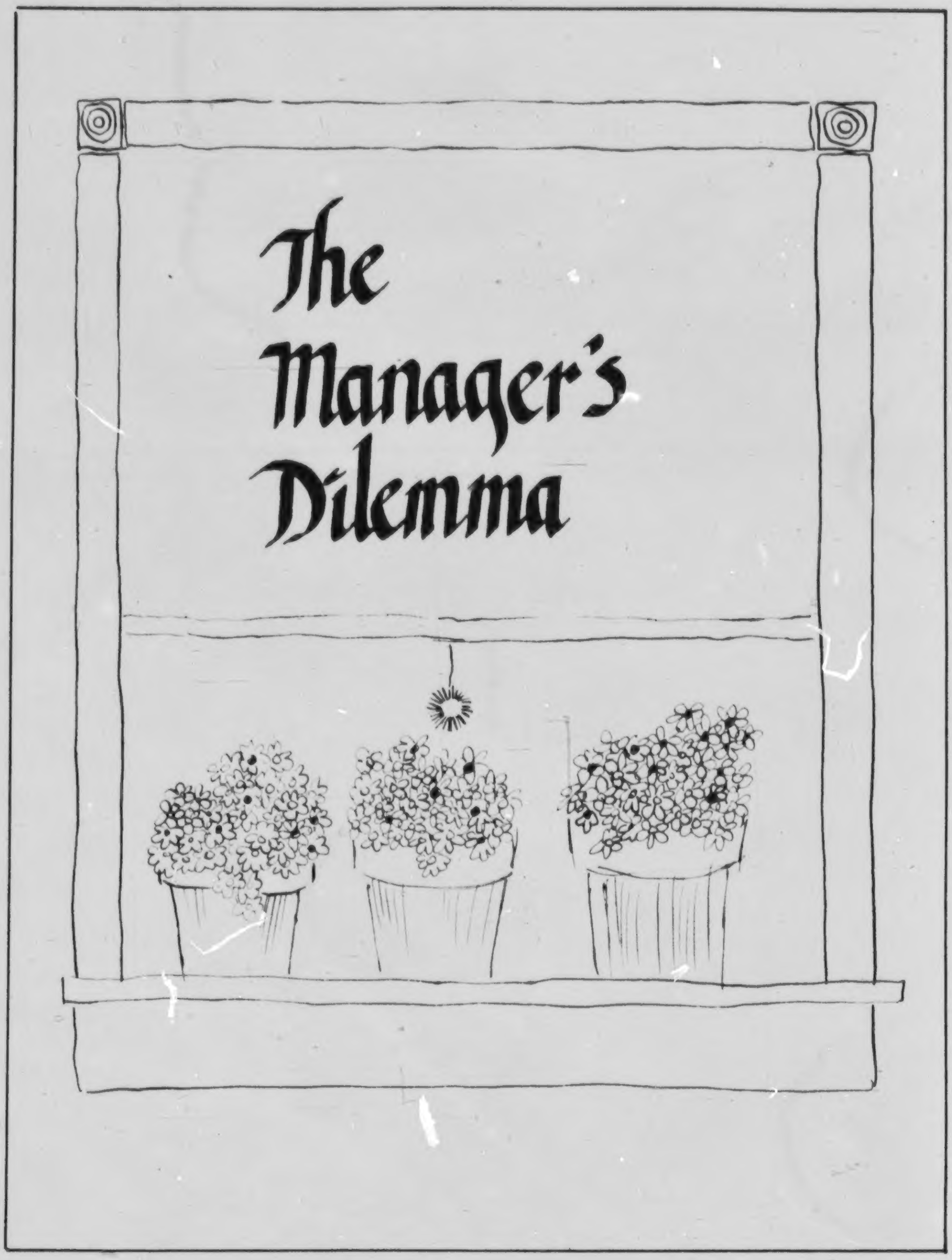
From this chart the following conclusions can be drawn:

1. The message in the mind of the sender differs from that in the mind of the receiver.

1. The message in the mind of each receiver differs.

3. The message which is received, understood, and retained in the mind of the receiver is influenced by his background, biases, fears, and needs. We see and hear what we have been taught to see and hear or what we want or need to see and hear.

T-28A


The Manager's Dilemma

TRANSPARENCY NOTES:

T-28: THE MANAGER'S DILEMMA: CHOOSING A LEADERSHIP PATTERN

USE:

This is a series of 13 transparencies on deciding how to lead -- what factors are to be considered in choosing a leadership pattern in a given situation? The transparencies are based on concepts presented in Tannenbaum and Schmidt's widely quoted article which appeared in the *Harvard Business Review*, March-April, 1958.[1]

T-28: A THE MANAGER'S DILEMMA

By use of a cartoon, this transparency attempts to focus on the real problem that faces the manager when he needs to decide how to lead those whom he supervises. He is torn between new research findings in the social and behavioral sciences and between his own experiences of leading in the past.

T-28:B MANAGER = LEADER

In this series the term manager is equated with the term leader.

T-28:C WHAT SOCIAL SCIENCE AND PRACTICAL EXPERIENCE TELL US

Growing out of research in the social sciences in the area of group dynamics, which has focused attention in the members of the group rather than solely on the leader, the importance of employee involvement and participation in problem solving and decision making in matters that concern them has become widely recognized. The result of this research and the

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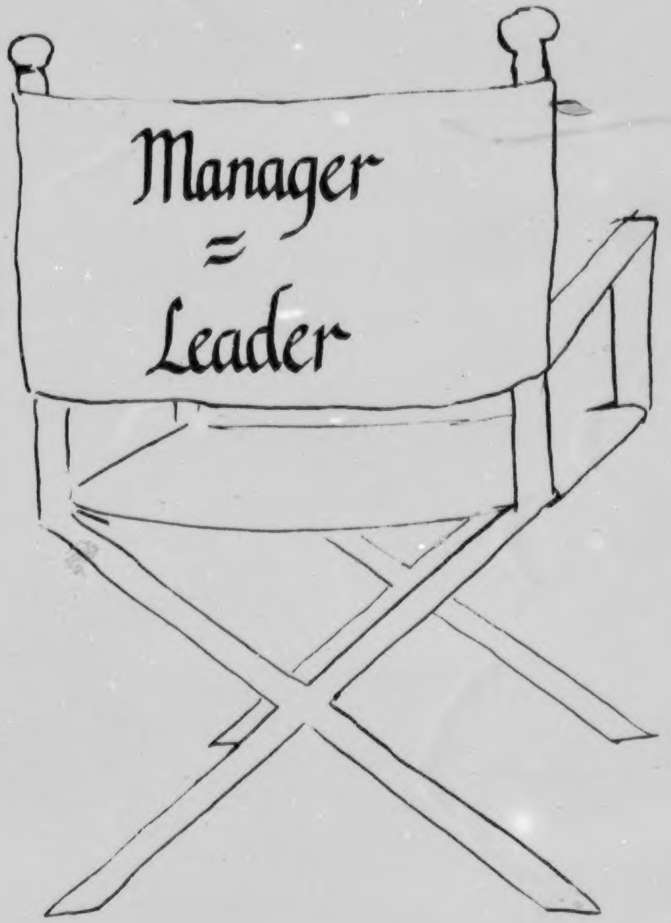
[1] This series of transparencies is based on:

Robert Tannenbaum and Warren H. Schmidt, "How to Choose A Leadership Pattern," *Harvard Business Review*, 36:95-101, March-April, 1958. Used with permission of the *Harvard Business Review*.

T-28B


Manager
=
Leader

What
Social Science
and
Practical
Experience
tell
us

T-28 (Continued)

training growing out of the human relations movement have called into question many stereotypes of what an effective leader should be. New knowledge pushes the leader toward acting in one direction (toward more participation in the management process), yet experience pushes him toward acting in another manner. The purpose of this series of transparencies, as based on the article by Tannenbaum and Schmidt, cited above, is to suggest a model to help the manager decide what kind of leadership pattern to adopt and under what kind of circumstances and conditions.

T-28:D CONCEPT OF LEADERSHIP

In considering the concept of leadership, it is necessary to keep in mind the personality of the leader -- what kind of a person he, or she is -- and the type of functions that an individual performs as a manager.

T-28:E EXPLORING THE PROBLEM

In exploring this problem, several elements are considered in this set of transparencies:

(1) the range of behavior possible in choosing a leadership pattern;
(2) the forces that influence the leader;
(3) the nature of the long-range objectives desired by the manager;
(4) key questions that the manager needs to keep in mind if he decides to move toward a more participatory form of leadership.

T-28:F LEADER AUTHORITY...GROUP FREEDOM

In exploring the problem it is necessary to keep in mind the range of leadership behavior that is possible to the individual manager. Each action that he makes is related to the degree of authority used by the manager and to the amount of freedom he allows to the group. In this transparency the range is summarized as: tells, sells, tests, consults, joins. A more detailed diagram of this continuum, or range, is shown in Transparency T-29.

T-28:G FORCES INFLUENCING LEADER

This transparency outlines the concept that in deciding how to

Concept of Leadership

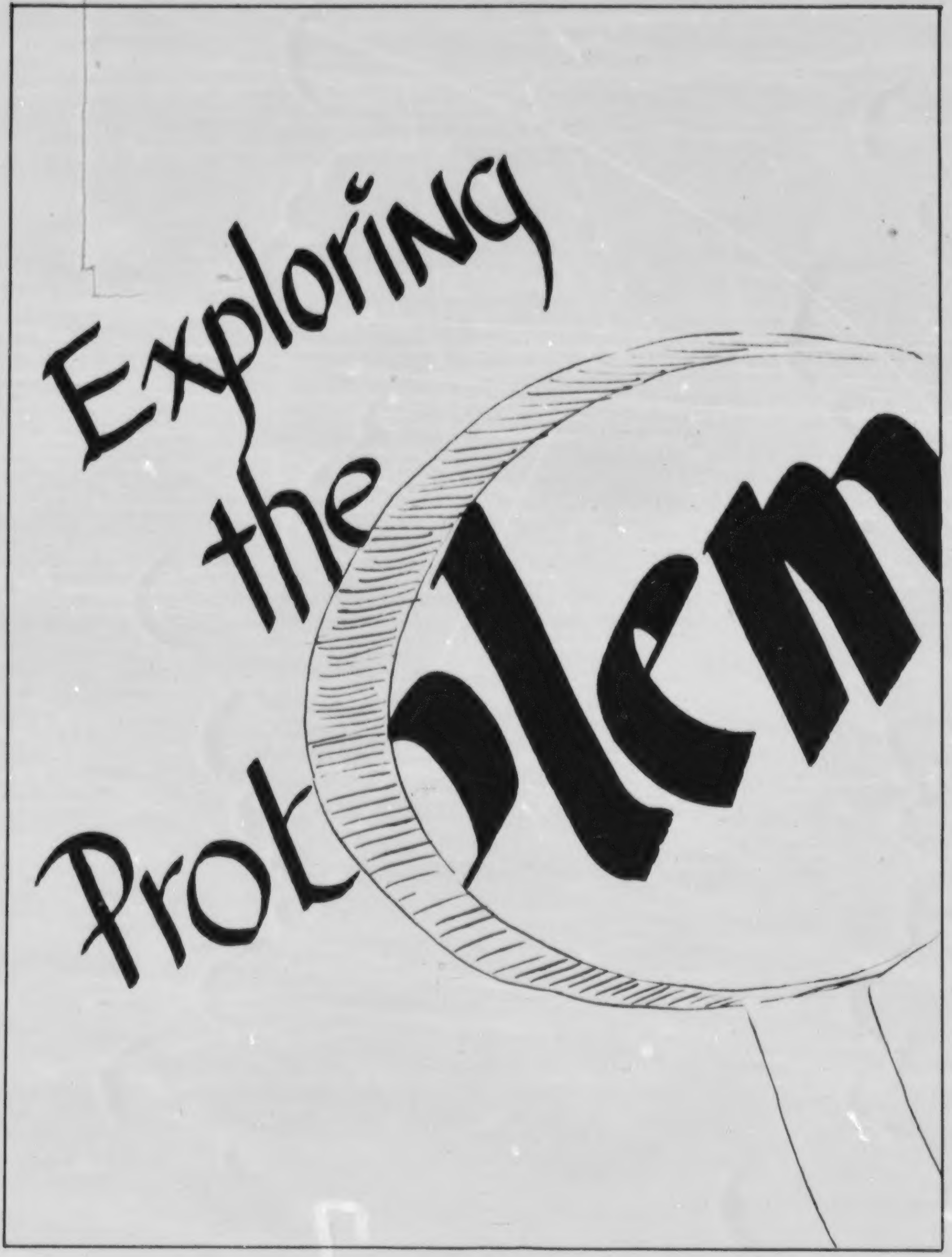
Personality -

What kind of person

Functions -

What does the effective leader do

T-28E


Exploring
the
Problem

Leader
Authority

Tells: Sells: Tests
Consults: Joins

Group
Freedom

T-28G

Forces Influencing Leader

*In himself

*In group members

*In the situation

T-28 (Continued)

lead, a manager should consider three types of forces:
--forces in himself.
--forces present in the group members.
--forces in the situation.

The three next transparencies center attention on the nature of these three types of forces.

T-28:H FORCES IN MANAGER

This transparency emphasizes that the manager's behavior in any given instance will be greatly influenced by the forces within his own personality, based on his own background, knowledge and experience. Chief among these internal forces are:

--His value system.

For example, how strongly does he really believe that those working with him should have a share in decision making?

--Confidence in group members.

The degree of confidence and trust that the manager has in the group with whom he is working is a key factor in deciding his leadership pattern. Answering the question "Who is best qualified to deal with this problem?" is one way of determining the degree of participation to grant to the group in any particular instance.

--Leadership inclinations.

Because of the individual manager's personality structure, including his attitudes, motivations and perceptions, some managers are more comfortable as highly directive leaders; others are more comfortable in a highly democratic sharing of functions.

--Feeling of Security

The more freedom is given to the group in solving problems, the less predictable is the outcome of what the decision will be. Some managers feel secure only when they have a high degree of predictability as to the outcome; others have a

T-28H

Forces in Manager

- *His value system
- *Confidence in group members
- *Leadership inclinations
- *Feeling of security

T-28 (Continued)

high "tolerance for ambiguity." Some research is being centered around the hypothesis that "tolerance for ambiguity" may be a key factor in determining the way a leader deals with problems.

These are some of the key variables that a manager brings to each situation he faces in which he has to make a decision. If the manager can recognize that these consciously or unconsciously affect his behavior, he has the potential possibility of making his actions more effective.

T-28:I FORCES IN THE GROUP

The better the manager understands the forces present in the group, the more accurately will he be able to determine what behavior on his part will enable the group to act in the most effective manner. Generally speaking, the manager will be able to permit greater freedom in problem solving and decision making if certain conditions exist. Important conditions to consider are:

--Needs for independence.
  If the employees have high needs for independence of action.
--Readiness for responsibility.
  If the employees are eager and willing to accept responsibility. Some employees see added responsibility as a compliment to their ability; others see it as a way the manager is getting out of work himself by passing it on to them.
--Personality variables.
  Before he acts, the manager will want to remember that like himself, each member of the group is influenced by his own personality variables (including his attitudes, motivations, and perceptions) as well as a set of expectations about how the manager should act in relation to him.
--Interest.
  If employees are interested in the problem and feel that it is important.

T-28I

Forces in Group

- *Needs for independence
- *Readiness for responsibility
- *Personality variables
- *Interest
- *Understanding goals
- *Knowledge and experience
- *Expectation about leader

--Understanding Goals.

If the employees not only understand the goals of the organization, but are able to identify their own personal goals with those of the organization.

--Knowledge and Experience.

If the group has the necessary knowledge and experience to be the best resource for solving the problem at hand.

--Expectation about the Leader.

If the group expects to have a share in decision making (Employees who have come to expect to share in problem solving and decision making resent a manager who makes all the decisions himself. On the other hand a group which has been used to an authoritarian manager and has had little, if any, experience in decision making and problem solving, will tend to be upset by a sudden exposure to highly participative form of leadership unless they have received some training for their new role.)

If there is a feeling of confidence and trust prevailing between a manager and those with whom he works, the group tends to be flexible and be able to understand deviations from general practices in the face of special situations when the manager's leadership may vary from the norm which he usually employs.

T-28:J FORCES IN SITUATION

In addition to forces in the manager himself, and forces in the group, there are forces in the situation, that will also play a part in the manager's decision of the type of leadership pattern to follow. Some of these are:

--Types of Organization.

The amount of employee participation is influenced by such factors as the traditions of the organization -- what the organization considers a good supervisor to be; the geographical dispersion of the organization (wide dispersion tends to diminish the amount of participative management that is possible); size of working units, and the degree of confidentiality necessary.

T-28 (Continued)

--Group Effectiveness.
Before giving a group the power to make decisions, it is necessary to consider how the members work together as a group. Also important is the degree of confidence a group has in its own ability to solve problems and make decisions; the amount of training that the group has had in the the ways and means of reaching decisions; and such variables as mutual acceptance, common purpose, flexibility.

--The Problem Itself
The nature of the problem is a key factor. Does the group have the knowledge and experience to deal with the problem at hand? It is doing a group a disservice to ask members to make a decision about which they have neither the knowledge, experience, or direct interest which is needed to make an effective decision. On the other hand the manager needs to to ask himself whether or not he really knows the background and experience of all who might have relevant information to solve the problem at hand.

--Pressure of Time
The greater the need for an immediate decision, the more difficult it is to involve group members in the decisions. Thus organizations which are constantly in a state of "crisis" and "crash programs" are usually ones in which managers use a highly authoritarian form of leadership. When time pressures are less intense, it becomes much more possible to bring subordinates into the decision making process.

T-28:K LONG RANGE OBJECTIVES

There is a considerable amount of research and experience in recent years to show that to attain certain long-range objectives the manager should strive fo[illegible] a fairly high degree of subordinate-centered behavior relative to decisions that directly concern them and for which they have the adequate knowledge and experience to make decisions. Such a shift toward greater participation by employees would seem to lead toward the following goals:

--Raise level of member motivation.
--Improve quality of decisions.

T-28J

Forces in Situation

- Types of organization
- Group effectiveness
- The problem itself
- Pressure of time

T-28K

Long Range Objectives

- *Raise level of member motivation
- *Improve quality of decisions
- *Develop teamwork
- *Further individual development
- *Increase readiness to accept change

T-28 (Continued)

--Develop teamwork.
--Further individual development.
--Increase readiness to accept change.

A warning should be inserted here that this does not mean that the individual manager needs to leave all the decisions to his work group. To give the individual or group greater freedom than they are ready for at any time may lead to anxieties and frustrations that will further inhibit rather than facilitate these five goals listed. But keeping these long-range objectives in mind should help the manager develop a long-range and large scale strategy that will work toward their attainment over a period of time.

T-28:L SOME KEY QUESTIONS

These transparencies have attempted to show that there are many ways in which a manager can relate to a group of individuals he is supervising and that there are many forces that he must consider in deciding what leadership pattern he will adopt in a given situation. If the manager decides in terms of long-range strategy to move toward a more participative management style there are some key questions that he must keep in mind. Four of especial importance are:

--Can a manager relinquish his responsibility by delegating it to someone else ?

The view of Tannenbaum and Schmidt,on whose article these transparencies are based, emphasizes that, "the manager must expect to be held responsible by his superior for the quality of the decisions made, even though operationally these decisions may have been made on a group basis."[1] Therefore, the manager needs to accept the risk involved when he delegates decision making power to his subordinates. He also needs to recognize that the quality of the decision making ability of a group can be improved by training. A further point to emphasize is that the amount of freedom the manager gives to his subordinates cannot be greater than the freedom which has been given to him by his own superior.[2]

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[1] Ibid., 98.
[2] Ibid., 98.

T-28L

Some Key Questions

1. Can manager relinquish responsibility by delegating it...
2. Should he participate with subordinates once has delegated decision-making authority to them...
3. How important for group to recognize manager's leadership style...
4. Can number of decisions made by subordinates tell how democratic he is...

T-28 (Continued)

--Should a manager participate with his subordinates once he has delegated authority to them to make a decision?
Before asking a group to make a decision, the manager should decide what his role is going to be. He should ask himself if his presence will help or hinder the problem solving process. Usually, the manager will have important ideas to contribute, and should function as a member of the group, but if he chooses this approach, it is necessary that he make clear to the group that he is seeing himself in a "member role" rather than in an "authority role" in this particular situation.

--How important is it for the group to recognize what kind of leadership behavior the manager is using?
It makes a great deal of difference; many problems arise because the role of the manager in a given situation is not clarified at the outset of the problem-solving process. Using a "democratic facade" to conceal the fact that the manager has already made a decision or is going to do so regardless of what the group determines, will quickly lose the group's confidence and trust in the manager. It is highly important for the manager to be honest and clearly identify what degree of freedom he is giving to a group in each problem which he presents to them.

--Can you tell how "democratic" a manager is by the number of decisions his subordinates make?
Numbers alone give little or no indication of the degree of freedom a subordinate group has. It is the significance of the decisions that determines the degree of participation that the group enjoys. To determine a major issue, even within narrowly defined limits, indicates a greater degree of democracy than the widest possible limits of freedom relative to matters of insignificance and little importance to the group effected.

T-28:M CHOOSING A LEADERSHIP PATTERN:
SOLVING THE MANAGER'S DILEMMA

1. Perceive those forces which are relevant at any given time (those within himself, within the group, within the situation)

2. Behave appropriately in light of these perceptions.

T-28M

Choosing a leadership Pattern: Solving the Manager's Dilemma

1. Perceive those forces which are relevant at any given time (within self, group + situation
2. Behave appropriately in light of these perceptions

T-28 (Continued)

Being sensitive to the forces in himself, within the group, within the situation is not enough. The successful leader is one who can behave appropriately based on these perceptions. If direction is in order, he will direct; if participative freedom is called for, he will provide such freedom.

Thus Tannenbaum and Schmidt close their essay with the following statement: "The successful manager of men can be primarily characterized neither as a strong leader nor as a permissive one. Rather, he is one who maintains a high batting average in accurately assessing the forces that determine what his most appropriate behavior at any given time should be and in actually being able to behave accordingly. Being both insightful and flexible, he is less likely to see the problems of leadership as a dilemma." [1]

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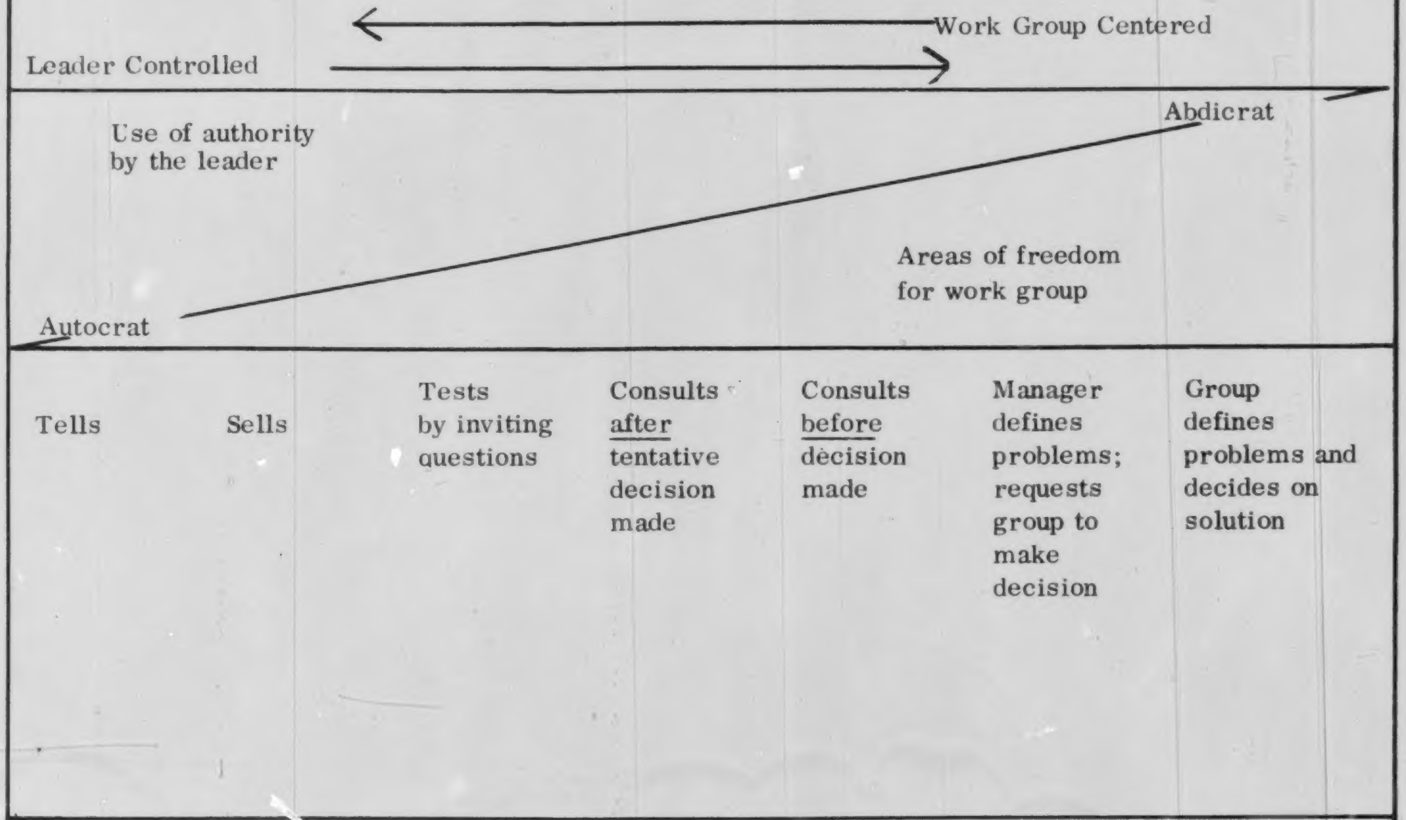
[1] Ibid., 101.

T-29

RANGE OF LEADERSHIP BEHAVIOR


Work Group Centered
Leader Controlled
Abdicrat
Use of authority
by the leader
Areas of freedom
for work group
Autocrat
Tells
Sells
Tests
by inviting
questions
Consults
after
tentative
decision
made
Consults
before
decision
made
Manager
defines
problems;
requests
group to
make
decision
Group
defines
problems and
decides on
solution

Adapted from: Robert Tannenbaum and Warrent H. Schmidt, "How to Choose a Leadership Pattern: Should a Leader by Democratic or Autocratic in Dealing with His Subordinates --or Something in Between ?" Harvard Business Review, 36:95-101, March/April, 1958.

TRANSPARENCY NOTES:

T-29: RANGE OF LEADERSHIP BEHAVIOR

USE:
This chart is an adaptation of the chart showing the range of leadership behavior as presented by Tannenbaum and Schmidt in the March-April, 1958 issue of Harvard Business Review.

In making a decision there is a wide range of possibilities open to the manager. In the chart, the actions on the left characterize the manager who is highly authoritarian, while those on the extreme right characterize the manager who releases a high degree of control to his associates. Looking more closely at the behavior patterns the following comments are offered:

"Tells"
In this situation the manager identifies the problem, considers alternate solutions, chooses one of them, and then tells his subordinates his decision and demands implementation.

"Sells"
Here the manager has arrived at a decision before, but rather than merely announcing his decision, he takes the additional step of trying to sell his decision to his subordinates before he asks them to implement it.

"Tests"
In this case, after presenting his decision to his subordinates, he gives them an opportunity to ask questions so they can better understand what he is trying to accomplish by his decision. It also gives an opportunity to recognize more fully what will be involved in the implementation of the decision.

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[1] This transparency is based on:
Robert Tannenbaum and Warren H. Schmidt, "How to Choose A Leadership Pattern," Harvard Business Review, 36:95-101, March-April, 1958. Used with permission of the Harvard Business Review.

"Consults after tentative decision made"
In this case, the manager announces his decision but states that it is only a tentative one. Before finalizing his decision, he will take into account the reactions of the group, but makes it clear that he still reserves for himself the final decision.

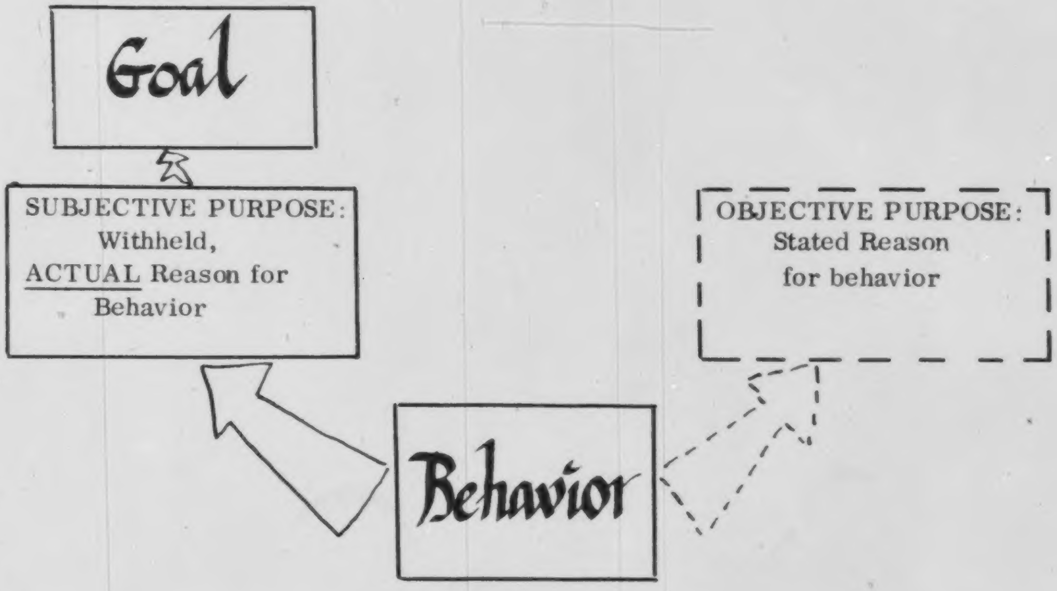
"Consults before the decision is made"
Up to this point the manager has made his decision before facing the group. In this case the subordinates get the first chance to suggest solutions. The manager identifies the problem and asks for possible solutions. The manager chooses the solution he thinks will be most effective.

"Manager defines problems; requests group to make decision"
In this instance the manager passes to the group (which may include himself as a member), the right to make decisions. But he defines the problem to be solved and defines the boundaries within which the decision can be made.

"The group defines the problem and decides on the solution"
Here the group itself, as opposed to the manager in the preceding point in the continuum, defines the problem to be solved, diagnoses the problem, develops alternative procedures for solving it, and decides on one or more of the solutions proposed. If the manager participates with the group, he does so with no more authority than the other group members. He commits himself in advance to implementing whatever decision the group reaches.

T-30

Relation of Goal-Seeking Behavior to Objective and Subjective Purposes


Goal
SUBJECTIVE PURPOSE:
Withheld,
ACTUAL Reason for
Behavior
OBJECTIVE PURPOSE:
Stated Reason
for behavior
Behavior

William G. Scott. Human Relations in Management: A Behavioral Science Approach. Homewood, Illinois: Richard D. Irwin, Inc., 1962, p. 79.

TRANSPARENCY NOTES:

T-30: RELATION OF GOAL-SEEKING BEHAVIOR TO OBJECTIVE AND SUBJECTIVE PURPOSES

USE:
This transparency is designed to show the place of nonlogical attitudes in the conduct of an employee. The Hawthorne experiments brought out the fact that people often give logical verbal reasons for their behavior, while they really behave the way they do for quite different reasons--often quite illogical ones.

For example, an employee may say that he is leaving his job because his pay is not adequate. In reality, however, he may be leaving because he isn't accepted by his fellow employees, or he is quite unhappy with his supervisor, or he feels there is no opportunity for him to grow in his job, or he feels that his accomplishments are not being fully recognized. Thus, his stated reason for leaving may be quite different from the actual reason for leaving.

Scott[1] states that there are three management implications from recognition of this type of behavior:

(1) Very little of human action is logical; most human conduct is nonlogical and originates out of attitudes, preconceptions, and subconscious feelings. Thus management must be cognizant of the fact that people are not logical machines, rationally welding together means and ends achieving a specified goal.

(2) The most usual form of behavior is illogical, based on feelings and prejudices, attitudes and feelings that the individual brings with him to the work place. Management needs to recognize the place of nonlogical attitudes in the mind of the worker.

(3) Whether or not attitudes are logical or nonlogical is often a relative matter. For example a manager might consider and think a worker completely at variance with normal behavior if he reacted unfavorably to an incentive system set up by management. On the other

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[1] William G. Scott, Human Relations in Management: A Behavioral Science Approach (Homewood, Illinois:Richard D. Irwin, Inc., 1962), pp. 78-79. Reprinted with permission.

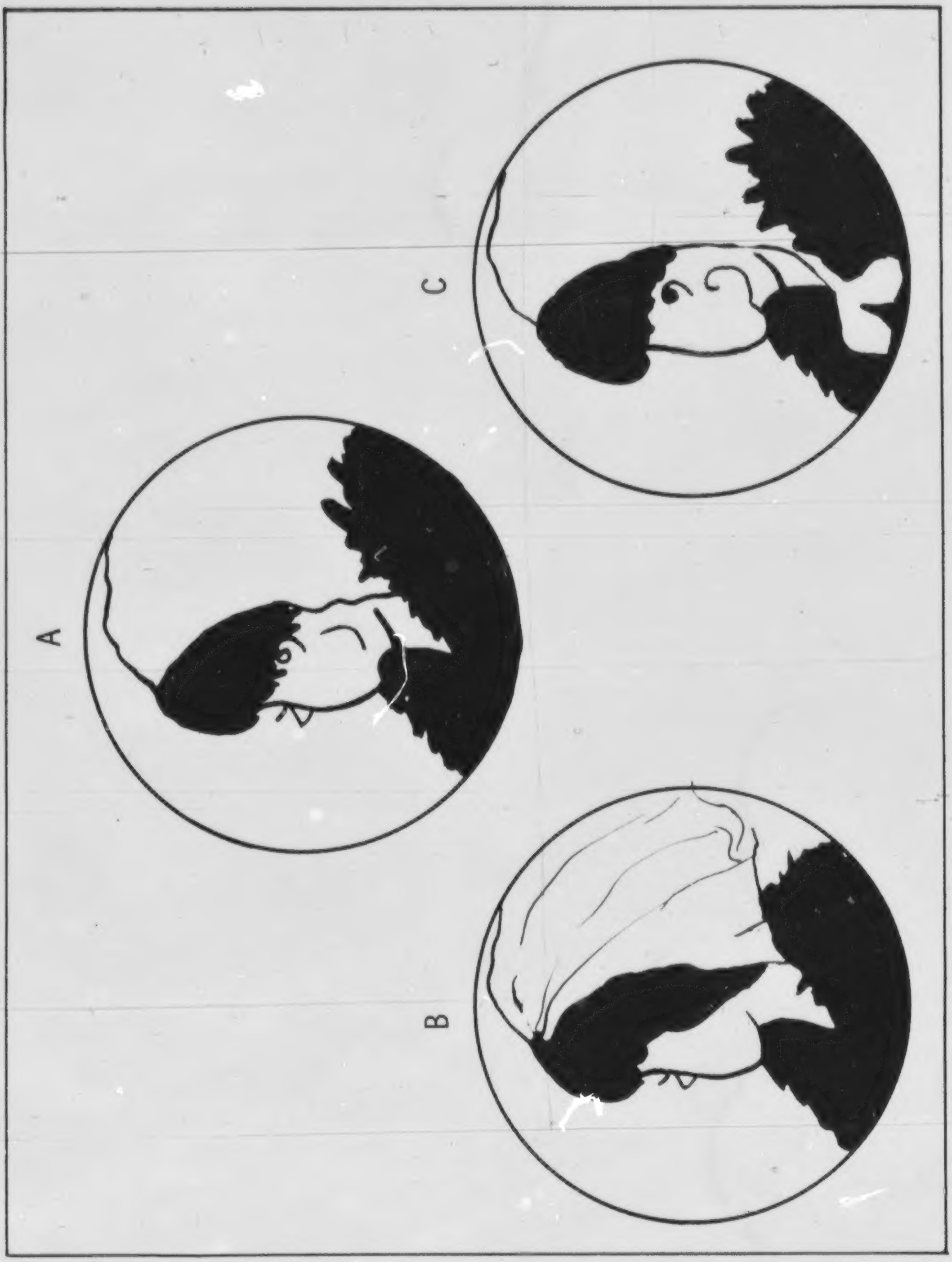
T-30 (Continued)

hand, the employee might think his actions very logical and be resentful that management was unable to perceive the type of motives which caused him to behave in a given manner.

PRODUCTION NOTES:

Frame 1: Entire transparency

T-31



TRANSPARENCY NOTES:

T-31: WIFE OR MOTHER-IN-LAW?

USE:

The purpose of this transparency is to demonstrate the influence of prior perceptional set on learning and to demonstrate that people see the same thing differently.

A transparency may be used here based on the figure in Leavitt's Managerial Psychology (page 28)[1], or a professionally made transparency with overlays may be purchased from Research Media, Inc.[2]

If the commercial transparency is used, the producers suggest that the participants be divided into two equal groups.

The first group is instructed to observe the transparency with Overlay 1 in place and record what they see (most will see a young woman looking over her shoulder). This is figure B in T-31. The second group is instructed to observe Overlay 2 in place and record what they see (most will see an old woman with a scarf over her head). This is figure C in T-31. Then, with both overlays in place, both groups are instructed to record what they see. (In this case most of those in group 1 will probably record seeing the young woman; most in group 2 will probably record seeing the old woman.)

As an alternative one can show the commercial transparency with both overlays in place, or with permission of the publisher make a transparency of the figure on page 28 of the Leavitt book. On being asked what they see, usually about half of the participants will say they see a young woman; about half that they see an old woman; very soon the participants will discover that they can see both the young woman and the old woman in the same transparency.

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[1] H. J. Leavitt, Managerial Psychology, 2d. ed. (Chicago, Ill.: The University of Chicago Press, 1964), p. 28. Used with permission of the publisher.

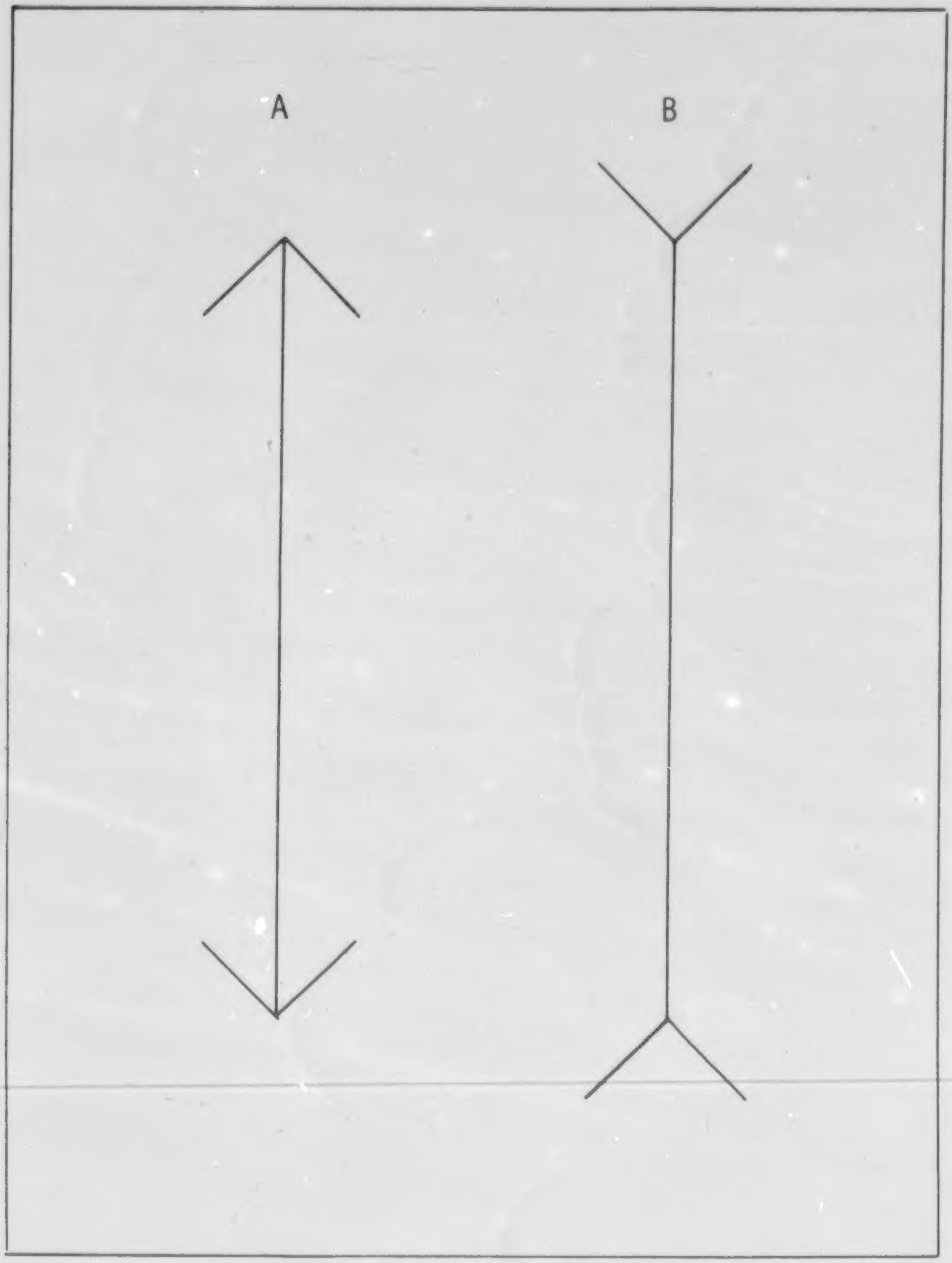
[2] "Transparency OT-45-4, Ambiguous Figures. (Hicksville, New York: Research Media, Inc., 1971). Used with permission of Research Media, Inc., 4 Midland Avenue, Hicksville, New York 11801. This is one of a series of 7 transparencies in Series OT-45 on Perception (General Psychology) available from Research Media, Inc.

Incidentally, if some participants can see only one of the two figures, he or she is getting a good feeling of what a "need" is. The tension or discomfort that one feels when he thinks he is missing something others can see or when he feels he hasn't quite closed a gap in his knowledge--that constitutes a need.

In addition to demonstrating the influence of prior perceptual set upon learning, the transparency illustrates that people see things differently. If people act on their perceptions and if different people perceive the same things differently, how, then, is the manager to know what to expect? What determines how particular people will perceive particular things?

One answer is that people's perceptions are influenced by their needs. Thus, when employees are asked to describe the people with whom they work, they tend to talk more about their superiors (the people more important to their needs) than about their peers or subordinates.

T-32



TRANSPARENCY NOTES:

T-32: ARROWHEAD ILLUSION

USE:
For the most part our visual perception serves us very well, but it is easy to take perception accuracy for granted. In order to find out how perception works, perception psychologists have studied illusions in which perceptions are obviously misleading. Geometrical illusions are a favorite field of study and their explanations remain inconclusive.

The arrowhead in this transparency illustrates the difficulty of isolating the length of lines to be judged from the areas in which the ends are embedded. Although line B appears longer than line A, both are actually the same length.

Some psychologists have pointed out that cross-cultural differences have a relationship in perception. Thus Europeans and American are more susceptible to this arrow illusion than are rural Africans. According to Hilgard and Atkinson "this difference may be attributed, in part, to the prevalence of rectangularity in the environment of the former groups (carpentered buildings and fences as opposed to round huts and enclosures), a factor which seems related to the tendency to interpret acute or obtuse angles on a two-dimensional surface as though they were actually three-dimensional."[1]

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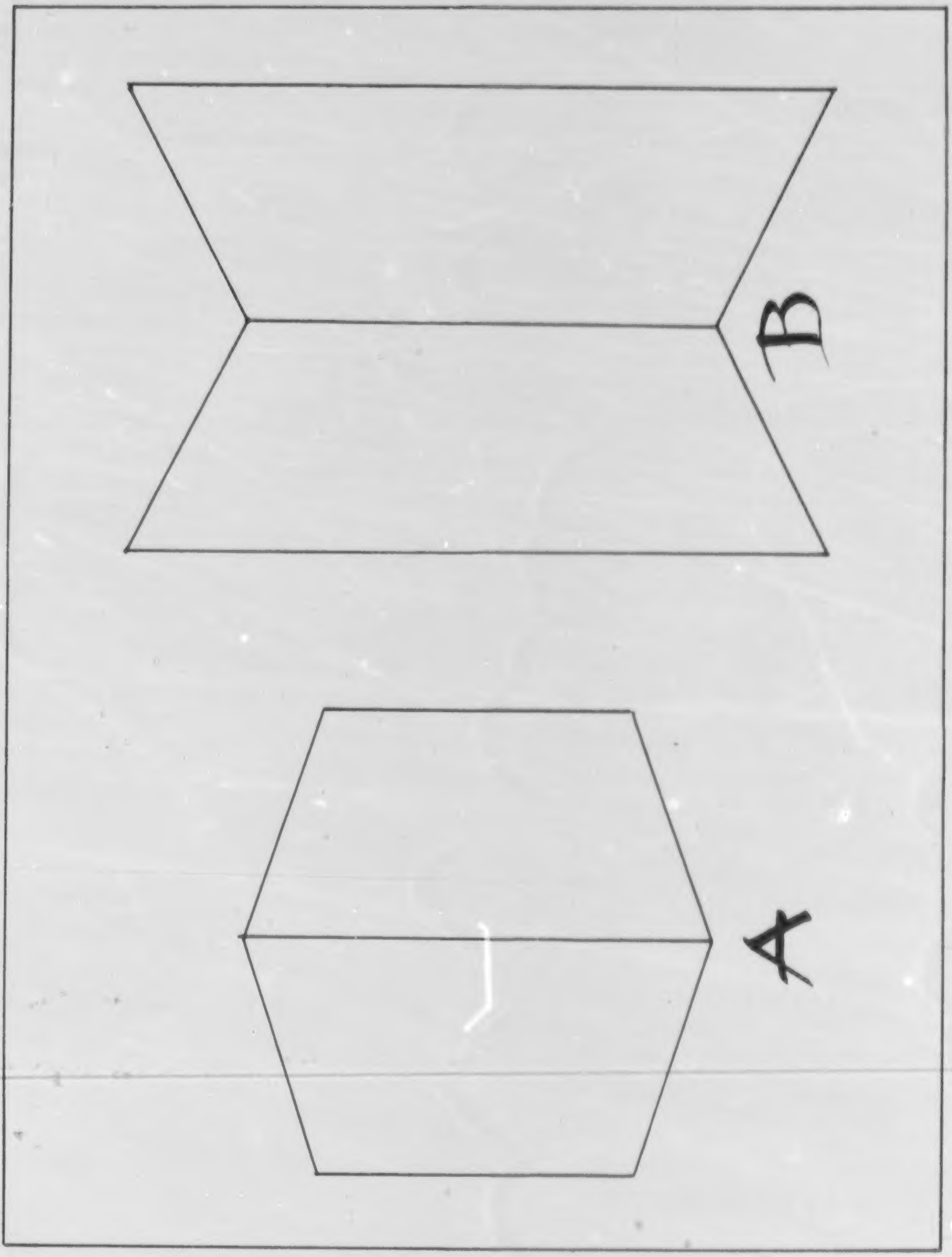
[1] Ernest R. Hilgard and Richard C. Atkinson, Introduction to Psychology, 4th ed. (New York: Harcourt, Brace and World, Inc., 1967), pp. 227-228.

T-33

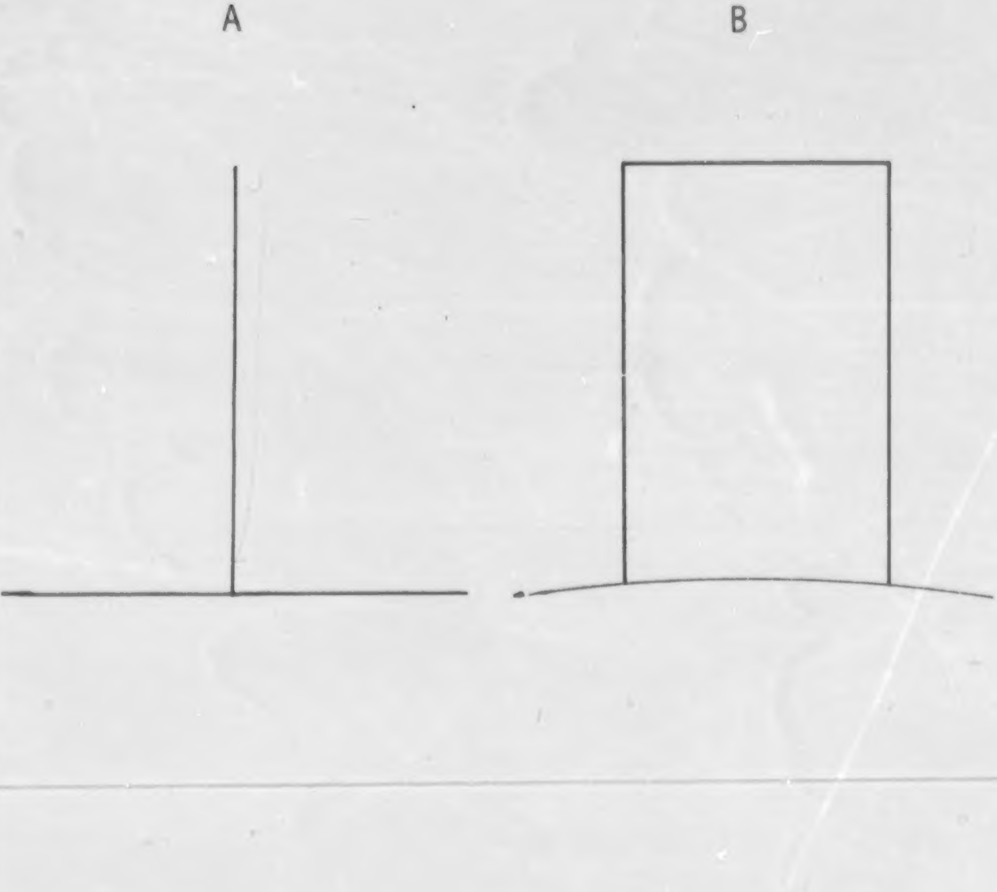


TRANSPARENCY NOTES:

T-33: THE BOOK ILLUSION

USE:
This transparency represents two open books. Drawing A represents an open book, its pages facing you. Drawing B is also of an open book, but its cover is facing you this time. The edges of the book in drawing A are closer to you than the spine, while the opposite is true of the book in drawing B.

If the two books as total objects are about the same distance from you, the spine of Book A is farther away than the spine of Book B. Since the two spines cast the same length retinal images, however, Book A must be longer. Actually the two spines are the same length.


A
B

TRANSPARENCY NOTES:

T-34: THE VERTICAL-HORIZONTAL ILLUSION

USE:
Drawing A is an example of a horizontal-vertical illusion -- the fact that a vertical line drawn at right angles to a horizontal line of the same length appears longer. In reality the two lines A and B are equal in length.

There is some research to indicate that there are cross-cultural differences in susceptibility to this illusion and that perception may be related to experience with a particular visual environment. For example, African tribes are more susceptible to this horizontal-vertical illusion than urban Americans. Commenting on this fact, Hilgard and Atkinson state: "This finding is not easily explained but may be related to living in a flat open terrain as opposed to a city."[1]

Drawing B, the top hat illusion, is a variation of the vertical-horizontal illusion. The stove pipe portion of the hat seems longer than the brim, though the two are actually the same length.

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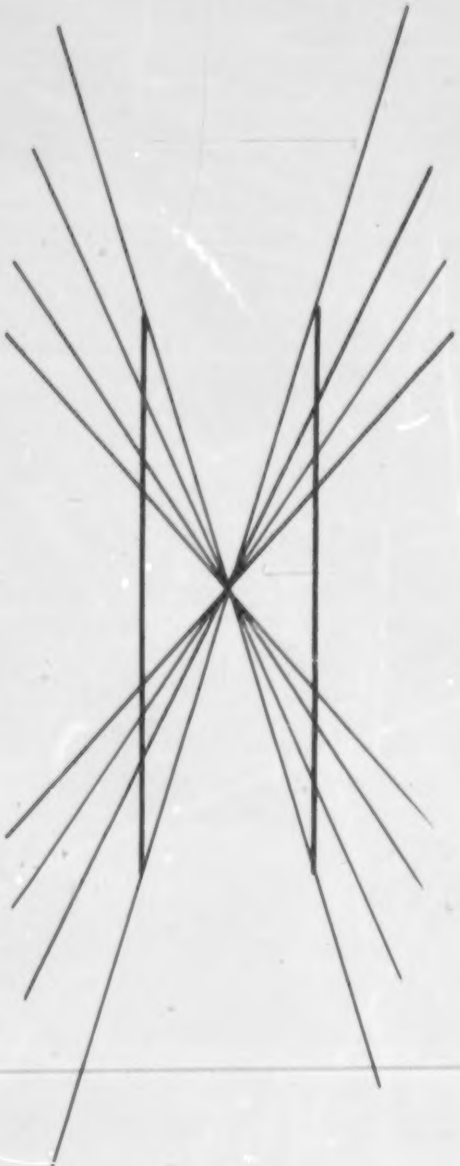
[1] Ernest R. Hilgard and Richard C. Atkinson, Introduction to Psychology, 4th ed. (New York: Harcourt, Brace and World, Inc., 1967), p. 228.

T-35

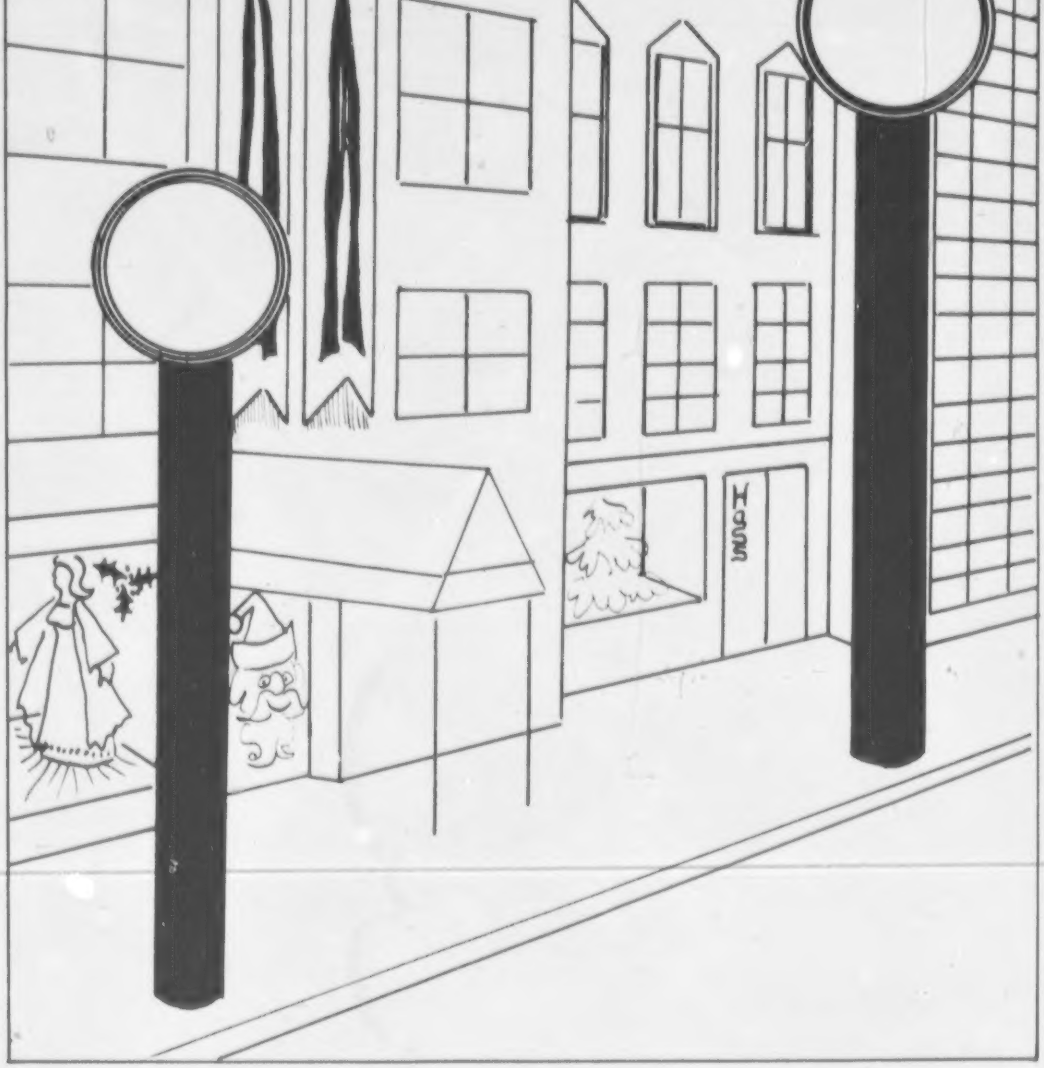


TRANSPARENCY NOTES:

T-35: PARALLEL LINES ILLUSION

USE:
The two vertical lines are straight and parallel although they appear somewhat curved. This is a shape distortion illusion.

T-36



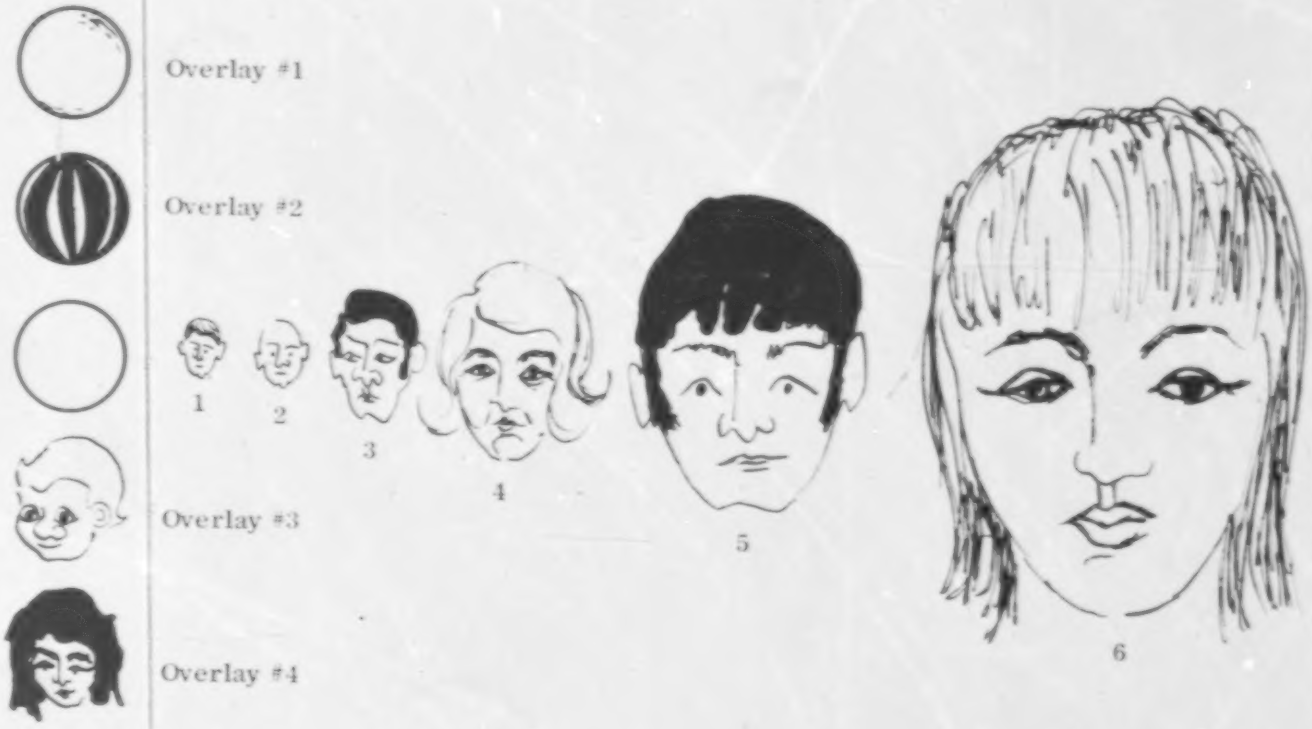
TRANSPARENCY NOTES:

T-36: LAMP POST ILLUSION

USE:
Although the two lamp posts are actually the same size, the one in the distance appears much larger and taller. When one looks at objects along a flat plane, objects farther away appear to be higher, so it is possible for the artist, for example, to create the impression of depth for objects of the same size by placing them at different heights. The illusion is based on inaccurate perception of relative size due to contrast with surroundings.

T-37

PREVIOUS KNOWLEDGE


Overlay #1
Overlay #2
Overlay #3
Overlay #4
1
2
3
4
5
6

Transparency available from Research Media, Inc., 4 Midland Avenue, Hicksville, N.Y. 11801.
Transparency #OT-45-2 in Series OT-45, Perception.

TRANSPARENCY NOTES:

T-37: PREVIOUS KNOWLEDGE

USE:
This tranparency is designed to demonstrate the effects of previous experience upon perception of distance. It is a commercial transparency made with overlays which may be purchased from the Research Media, Inc.[1]

The producers of this transparency recommend the following steps in using it.

Show Basic Alone.
Explain to the participants that all six heads are assumed to be approximately equal in size but that they are varying distances from the perceiver. Ask the participants to estimate the distance of the sphere on the left by matching it with the head which is equidistant from the perceiver. The participants should evidence considerable confusion since the sphere has not been identified in any way; thus they are forced to meet an arbitrary judgment.

Add Overlay 1.
Now the object has been identified as a ping-pong ball. Most participants will now readily perceive the distance of the ping-pong ball as the same distance away from the perceiver as the head in position 6. If told that the object is a tennis ball, the judgment will shift to the head in position 5.

Remove Overlay 1. Add Overlay 2.
When identified as a beach ball, most participant judgments will shift back to a head corresponding to position 4 or 3, depending upon how

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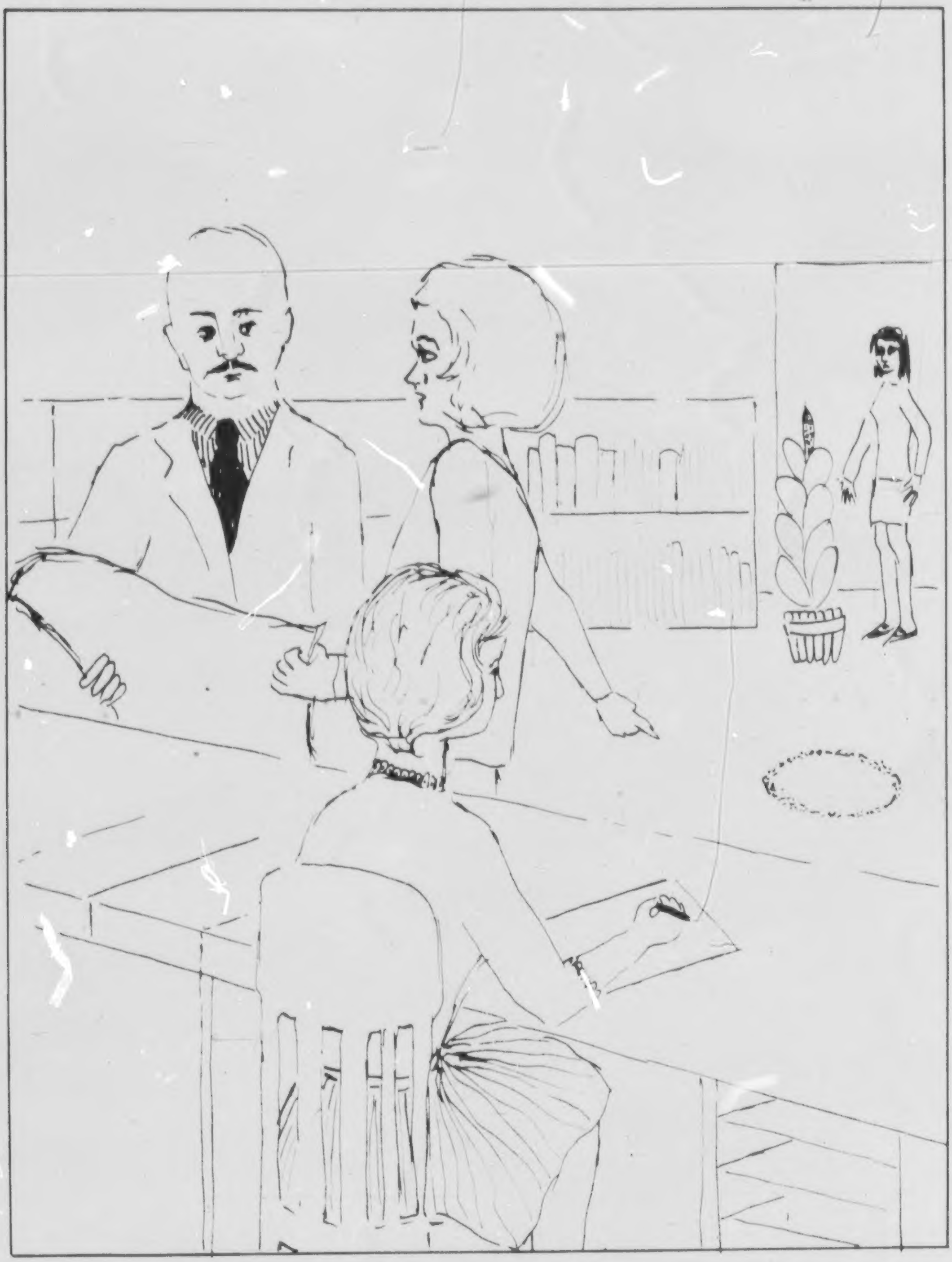
[1] Transparency OT-45-2, Effects of Previous Knowledge. (Hicksville, New York: Research Media, Inc., 1971). Used with permission of Research Media, Inc., 4 Midland Avenue, Hicksville, New York, 11801. This is one of a series of 7 transparencies in Series OT-45 on Perception (General Psychology) available from the Research Media, Inc.

large a beach ball is imagined.

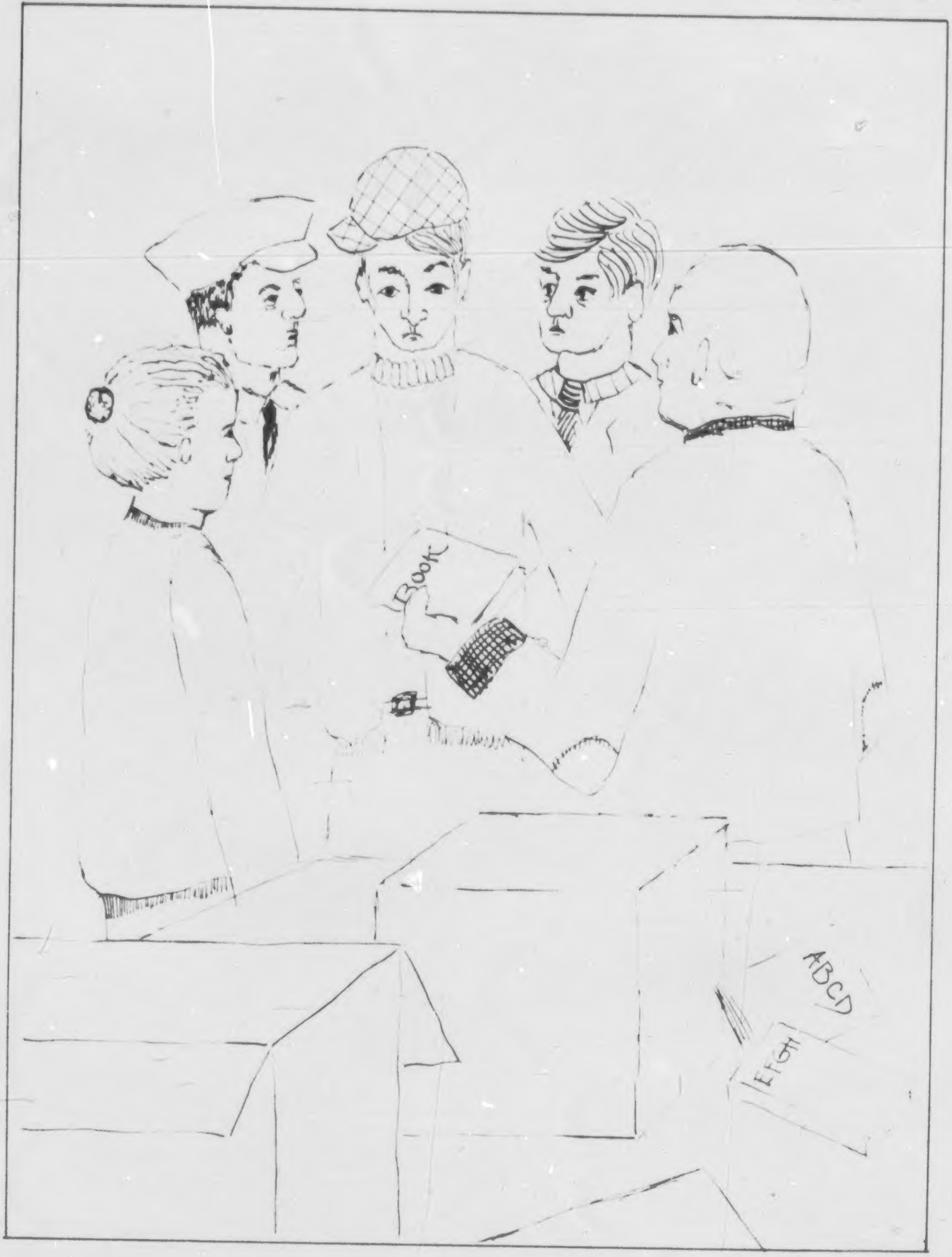
Remove Overlay 2. Add Overlay 3.
Most students will perceive the child's head at a distance corresponding to position 4.

Remove Overlay 3. Add Overlay 4.
The woman's head will be perceived by most students as corresponding to position 3.

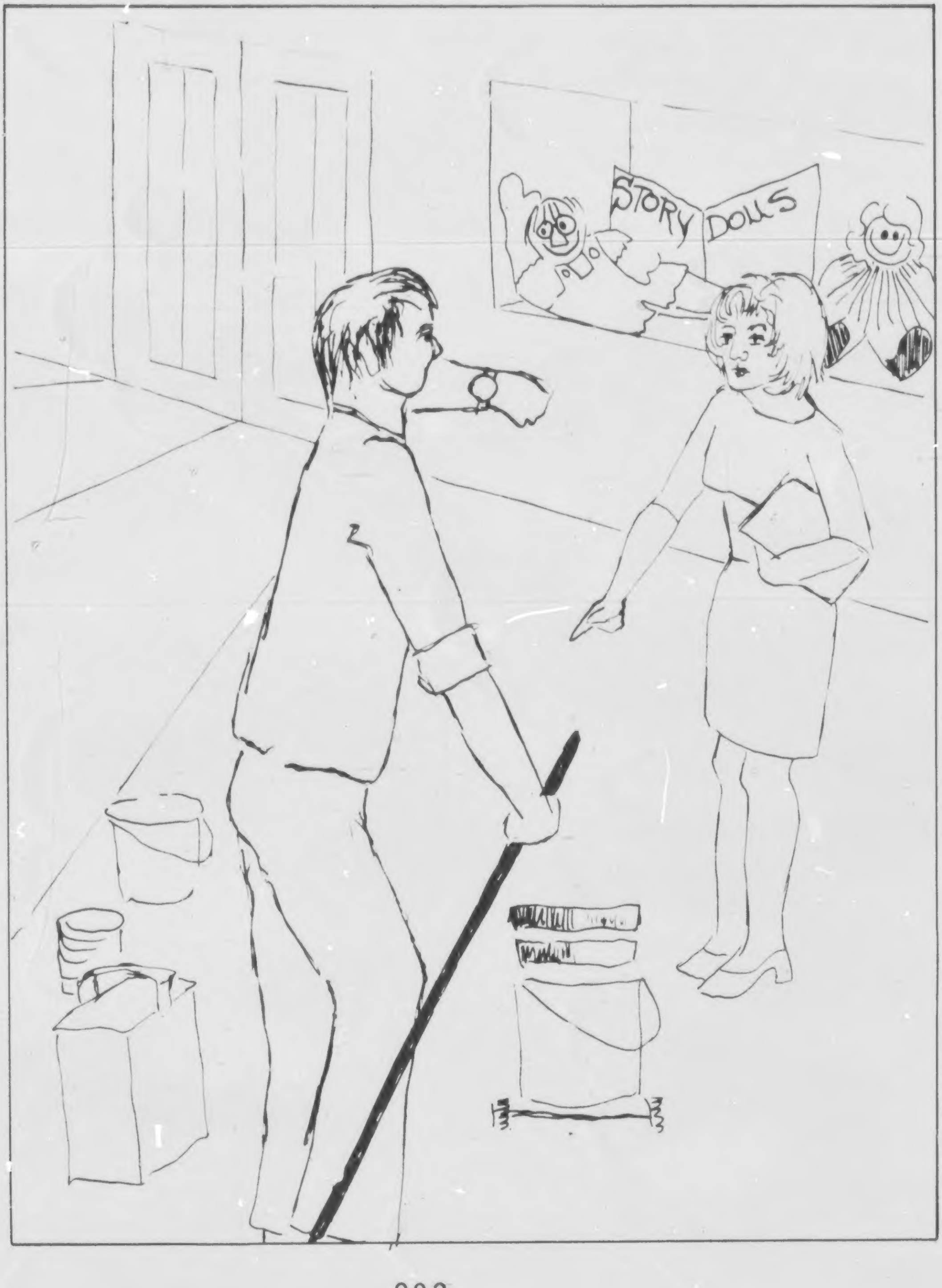
T-38



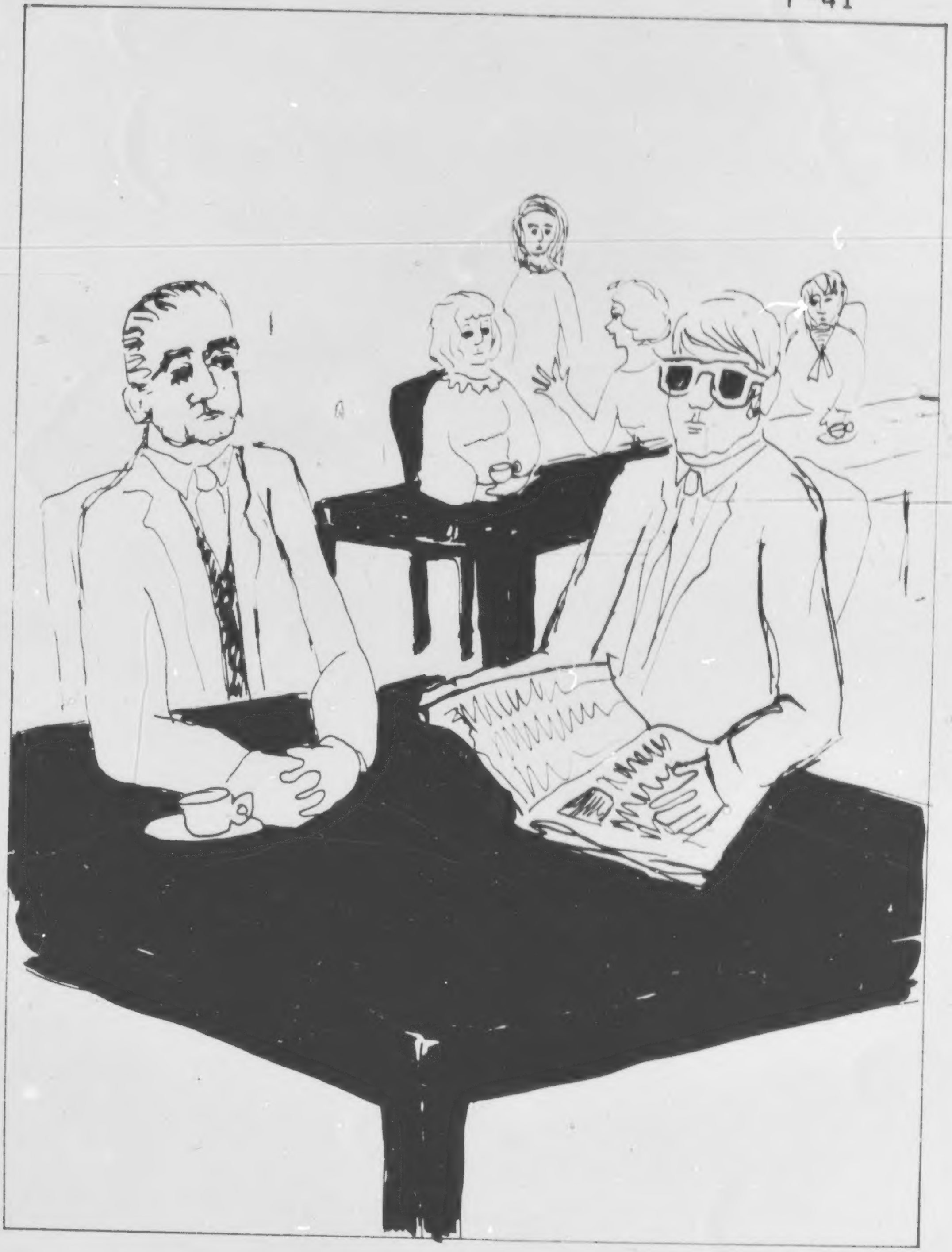
T -39


BOOK
ABCD
EFGH

T-40

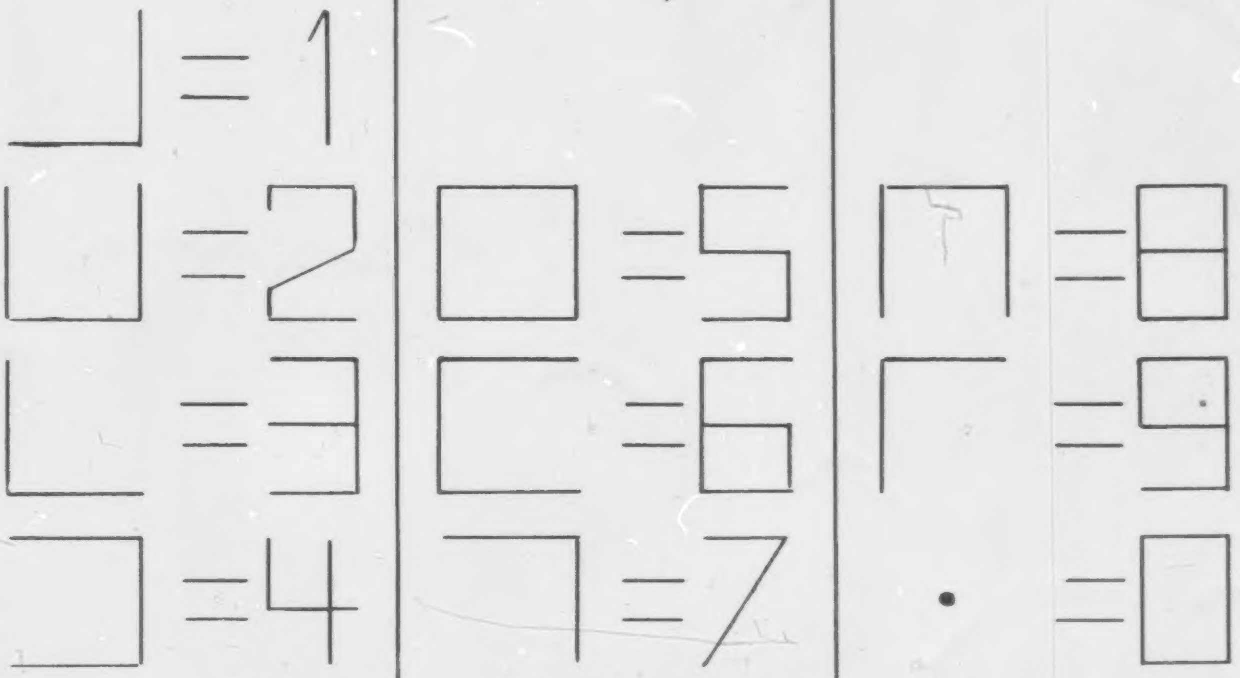

STORY DOLLS

T-41



T-42

SYMBOLS


= 1
= 2
= 3
= 4
= 5
= 6
= 7
= 8
= 9
= 0

TRANSPARENCY NOTES:

T-42: NEW SYMBOLS FOR OLD[1]

USE:
This is the first of a series of transparencies (T-42 through T-47) which are designed to be used together. These transparencies constitute part of a demonstration to illustrate the difficulties that employees might have in dealing with things which are unfamiliar to them, such as learning a new job. The development of insight is shown to be a key element in the successful learning of a new job or trade.

T-42 is a chart which should be placed on the overhead projector for all to see or it may be copied on the blackboard and available for writing out problems.

The participants should be directed to suppose that these symbols stand for the numbers indicated and that they should use only these symbols in solving the problems presented.

T-43 FIRST PROBLEM

Put this first problem on the overhead projector and ask the participants to write out the answer to it, but stop them before they have had time to finish.

T-44 SOLUTION TO THE FIRST PROBLEM

Present the solution on the overhead projector, or if you prefer write out this solution as given on this transparency on the blackboard. Relate the confusion the participants had in solving this problem to the confusion of an employee learning a new job.

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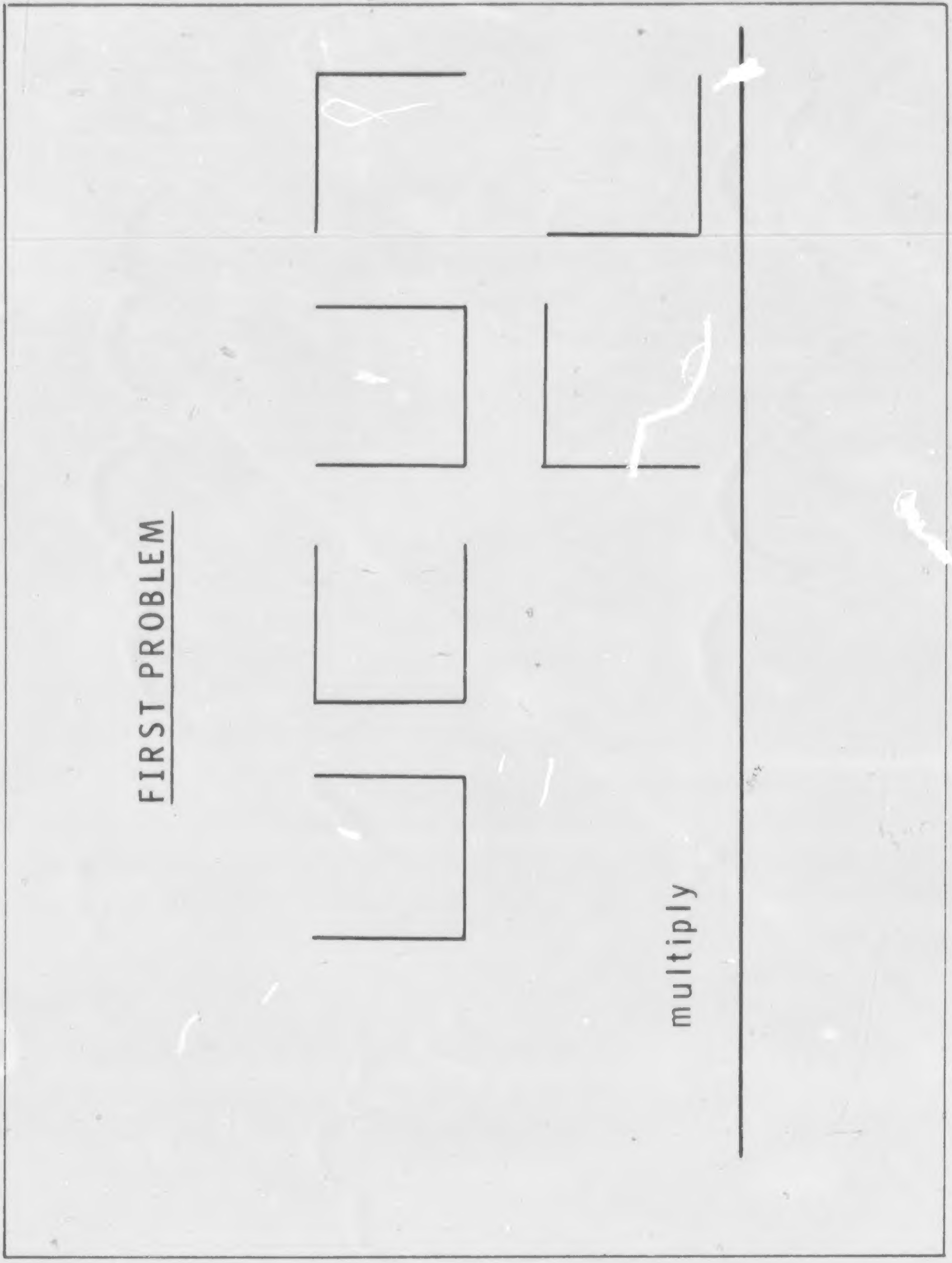
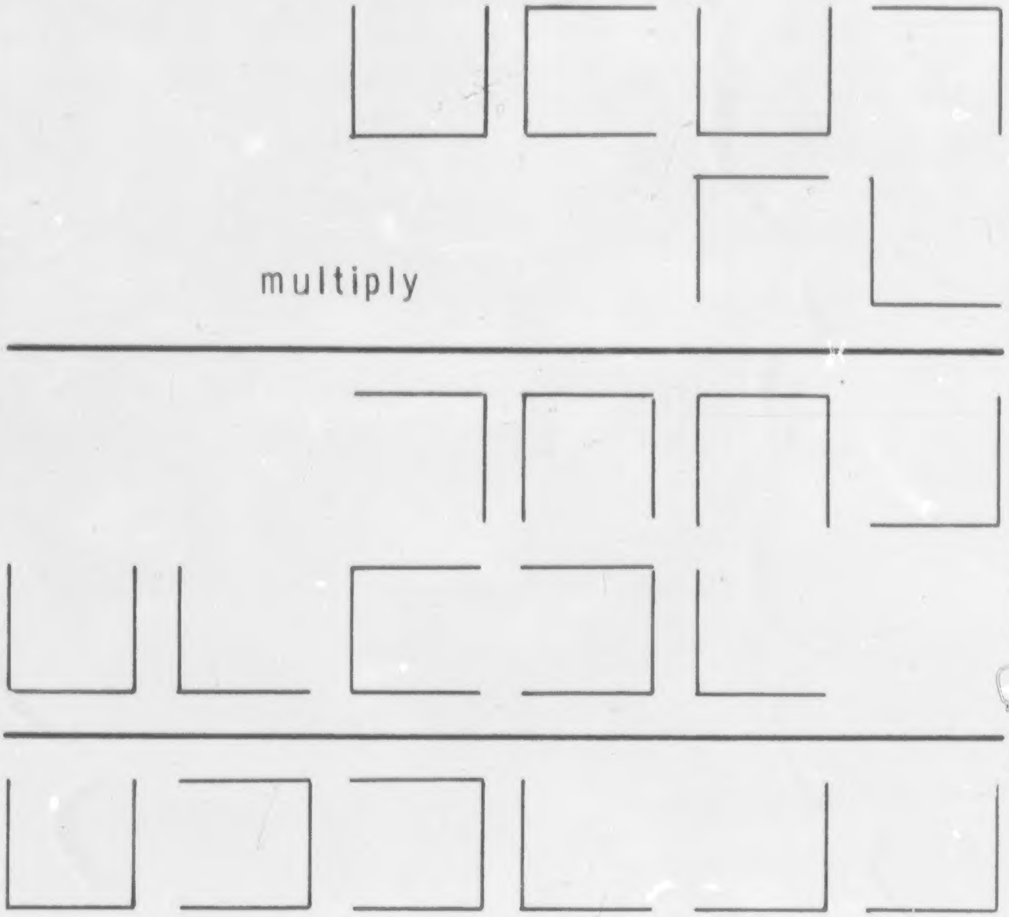
[1] Source: Hospital Continuing Education Project of the Hospital Research and Education Trust under a Grant from W. K. Kellogg Foundation. Training and Continuing Education: A Handbook for Health Care Institutions (Chicago: Hospital Research and Educational Trust, 1970), p. 130-131.

T-43


FIRST PROBLEM
multiply

T-44

SOLUTION TO FIRST PROBLEM



T-42 (Continued)

T-45 SECOND PROBLEM

This problem should be shown on the overhead projector, or written on the blackboard. As the participants start to work remove T-42 from their view (which has either been left on an overhead projector up to this point or remained on the board). The participants will protest the removal of the chart, T-42. Explain that the problem can be solved without the chart if a clue is given to it.

T-46 THE CLUE

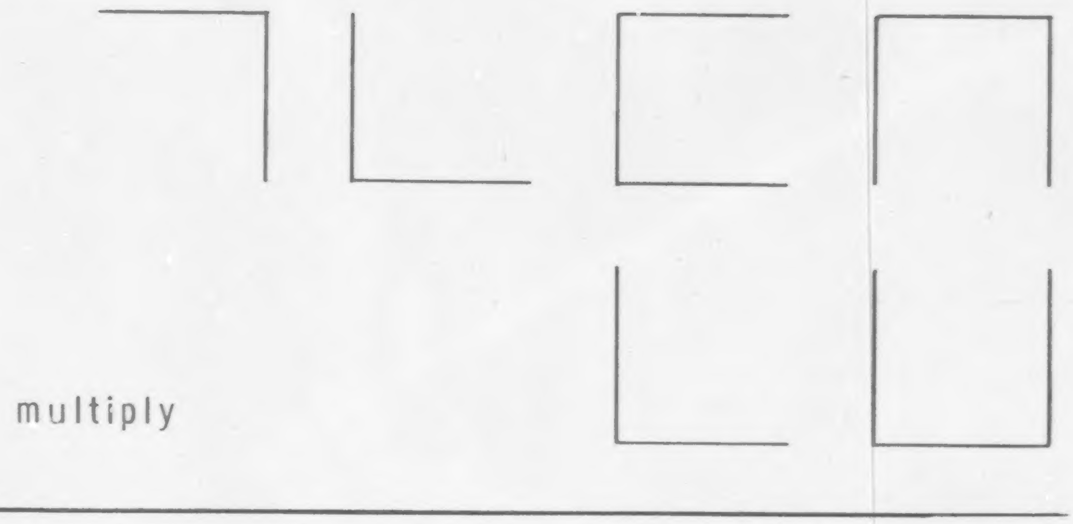
The tick-tack-toe diagram in this transparency gives the clue. Explain that each section of the diagram stands for one of the Arabic numerals. Then remove the transparency (or erase the clue from the board) and ask the participants to solve the second problem.

T-47 SOLUTION TO SECOND PROBLEM

On presenting the solution to the second problem, the leader should emphasize how important it is for the supervisor to provide the clue for understanding to the employee when explaining a new job. What is well perceived from all angles by the supervisor may be a new language or totally new perception for the employee.

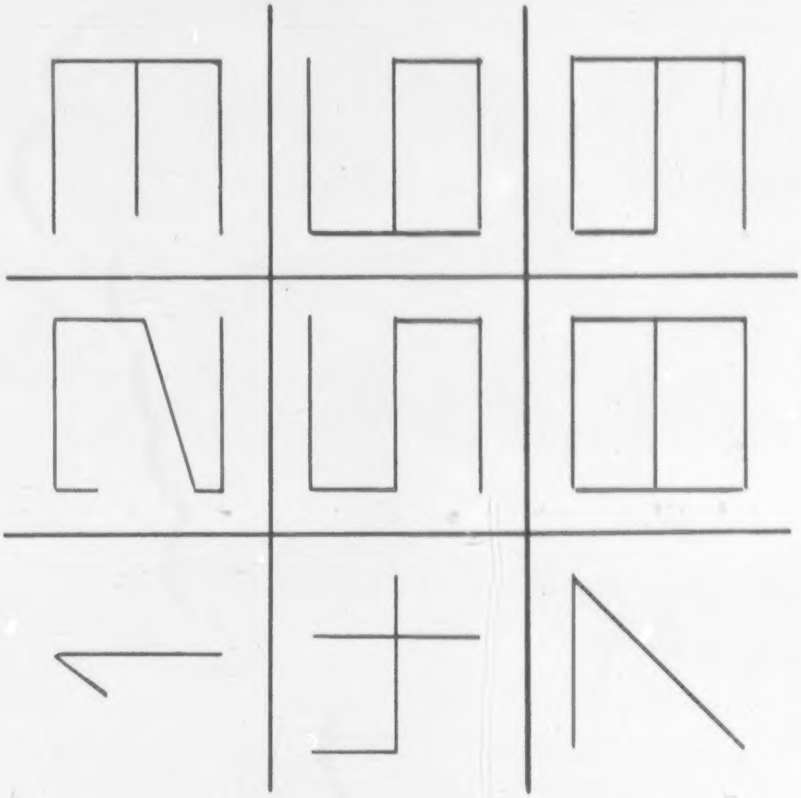
This exercise demonstrates that frequently we do not perceive things until they are pointed out to us.

SECOND PROBLEM



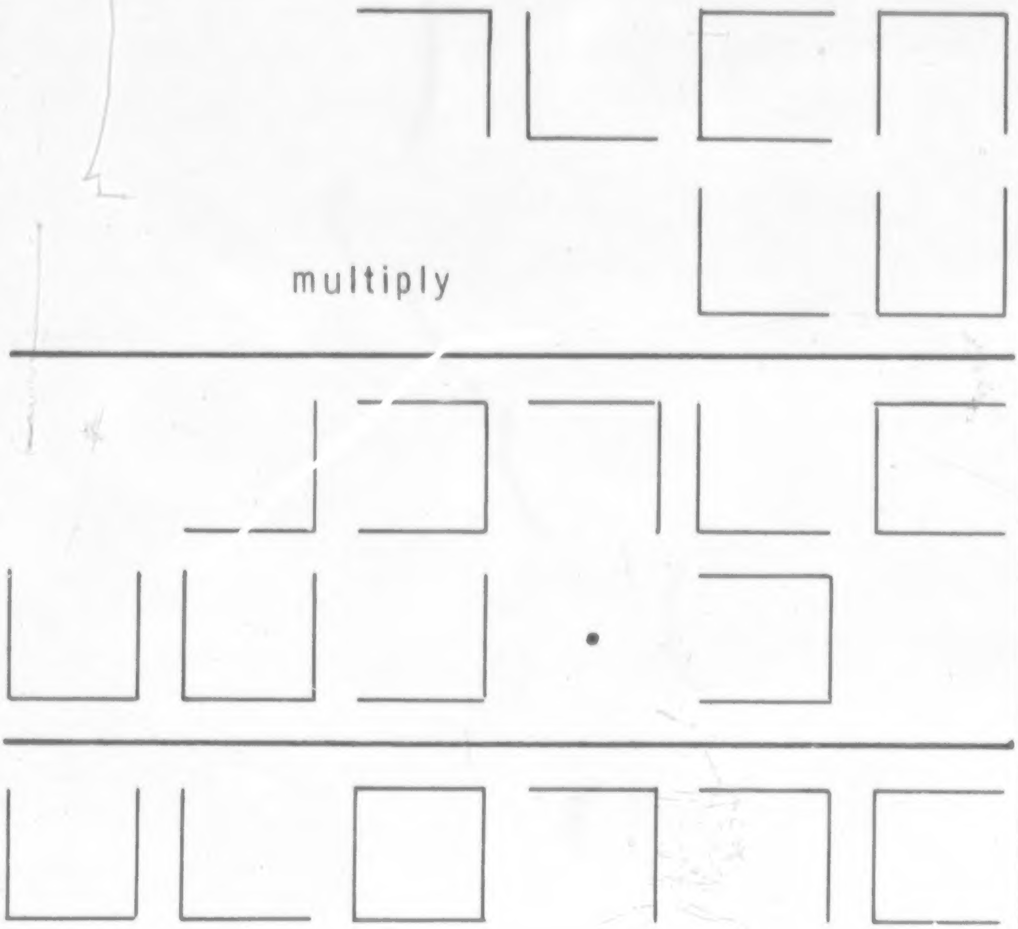
T-46

THE CLUE



T-47

SOLUTION TO SECOND PROBLEM



T-48

McGREGOR'S THEORY OF MOTIVATION IN THE WORK PLACE

THEORY X SAYS THE AVERAGE MAN:	THEORY Y SAYS THE AVERAGE MAN:
1. DISLIKES WORK,	1. LIKES WORK,
2. HAS LITTLE AMBITION,	2. RESPONDS BEST TO POSITIVE REINFORCEMENT,
3. BUT SEEKS SECURITY,	3. SEEKS RESPONSIBILITY,
	4. AND EXERCISES SELF-CONTROL WHENEVER HIS ACTUALIZATION NEEDS ARE MET.
THEREFORE:	THEREFORE:
HE MUST BE FORCED AND DIRECTED TO WORK.	HE MUST BE MANAGED BY SELF-DIRECTION (AND NOT BY EXTERNAL DIRECTION).

Source: McGregor, Douglas. The Human Side of Enterprise. New York: McGraw-Hill Book Company, 1960.

TRANSPARENCY NOTES:

T-48: MCGREGOR'S THEORY OF MOTIVATION IN THE WORK PLACE

USE:
This transparency shows the essential elements in Douglas McGregor's Theory X and Theory Y.[1] Effective management of human resources in the library system rests on some very basic assumptions concerning the nature of human behavior.

McGregor pointed out that inherent in the traditional management approach (such as the classical approaches of Fayol and Taylor) was the assumption that people behave in accordance with what McGregor labelled Theory X. As indicated in the transparency this theory holds that the average man:

1. Dislikes work,
2. Has little ambition,
3. But seeks security.

Therefore, he must be forced and directed to work.

During the past few decades, however, a more positive view of human nature has emerged. It has been found that many people in organizations can exercise self-direction and self-control, and are, under the proper conditions, eager to accept new and greater responsibilities. This was first shown in the now classic Hawthorne Experiments which Elton Mayo and his associates conducted in the late 1920s. This improved understanding of human nature in the work place led McGregor to state his Theory Y, which in summary states that the average man:

1. Likes work
2. Responds best to positive reinforcement

---

[1] Douglas McGregor. The Human Side of Enterprise (New York: McGraw-Hill Book Company, 1960), pp. 33-34; 47-48.

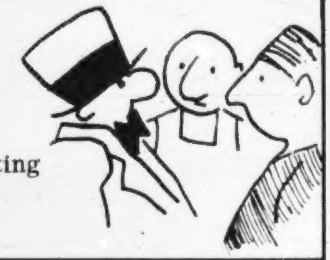
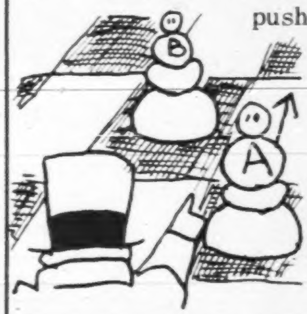
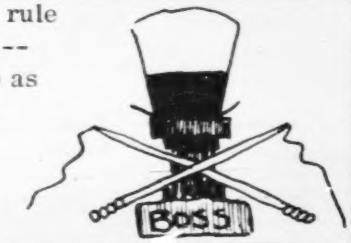
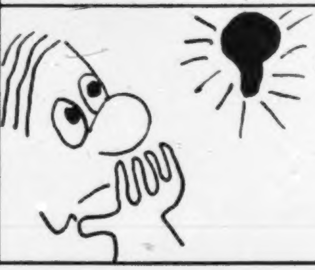
T-48 (Continued)

3. Seeks responsibility
4. Exercises self-control whenever his actualization needs are met.

Therefore, he must be managed by self-direction and not by external direction.

T-49

A Comparison of the Traditional and Emerging Management Styles

traditionally, the manager:	increasingly, the manager:
Dictates goals and basic methods; defines standards for production.	Works with subordinates on problems; guides and assists in setting standards and goals. 
Uses forceful leadership to move or push subordinates ahead, checks on and evaluates ates their performance, develops their abilities and promotes the successful. 	Helps subordinates set challenging goals for themselves, promotes self-evaluation, encourages achievement and provides opportunities for growth.
Disciplines rule infractions -- sets self up as example. 	Explains rules and logical consequences of violations. DO NOT TOUCH
Innovates. change DIFFERENT NEW	 Encourages innovation by subordinates.

Adapted from: Roche & MacKinnon. Harvard Business Review, May-June, '70.

TRANSPARENCY NOTES:

T-49: A COMPARISON OF THE TRADITIONAL AND EMERGING MANAGEMENT STYLES

USE:

This transparency depicts in cartoon style the chief elements of the new management style, the "emerging style," as identified by Roche and McKinnon in their article in the May-June, 1970 issue of Harvard Business Review.

The transparency contrasts the traditional supervisory style in four vertical panels on the left side with four panels on the right side depicting the new "emerging style."

In the top two boxes the traditional style, in which the manager dictates to his subordinates the goals and the basic methods for achieving them, defines the standards for quality and results, is contrasted with the emerging style in which the manager works with his subordinates to identify and resolve work-related problems, guides and assists them in setting the standards and goals.

In the next group, the traditional manager is seen as using forceful leadership and persuasion to move or push his subordinates ahead, as the manager checks up on his subordinates' performance, evaluates it, and judges a performance as an achievement or a failure. In the new style the manager helps his subordinates set challenging goals for themselves, promotes the concept of self-evaluation, and provided opportunities for his subordinates to pursue and move into areas of growth and development.

In the third group, the traditional manager disciplines subordinates for infractions of rules and poor performance, setting up his own behavior

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[1] Based on:

William J. Roche and Neil L. McKinnon. "Motivating People with Meaningful Work," Harvard Business Review, 48:99-100, May-June, 1970. Used with permission of the Harvard Business Review.

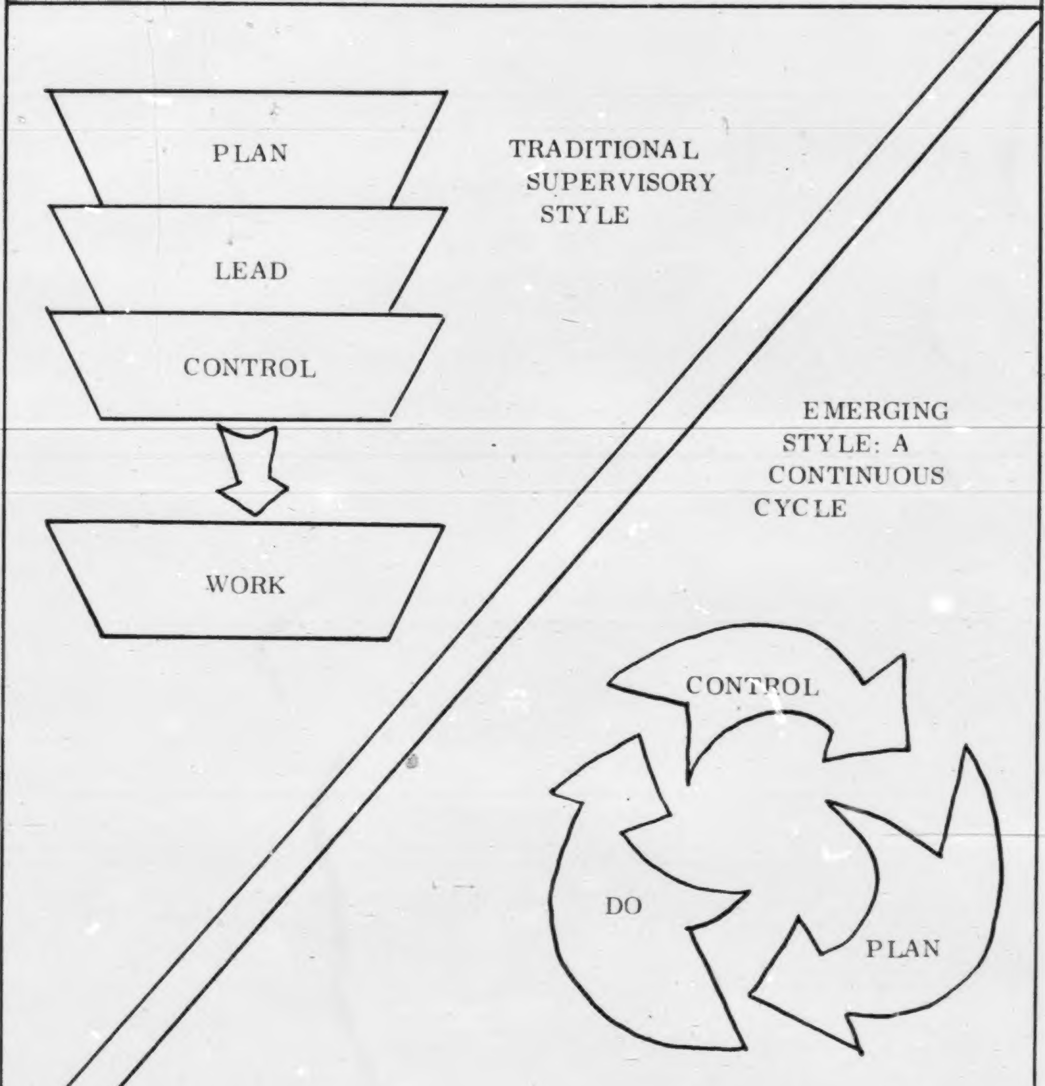
T-49 (Continued)

before his subordinates as an example. On the other hand, the new style manager mediates conflict by interpreting rules rationally, explaining their usefulness and the logical consequences of violating them; he counsels employees on how to capitalize on their failures.

In the bottom box, the old style manager develops and installs new ways of doing things himself, in short, he innovates. In the new style, the manager allows his subordinates to develop and install new methods, and helps them to do it; he encourages innovation by his subordinates.

T-50

THE DYNAMIC CONTRAST BETWEEN THE TRADITIONAL AND THE EMERGING SYPERVISORY STYLES


PLAN
LEAD
CONTROL
WORK
TRADITIONAL SUPERVISORY STYLE
EMERGING STYLE: A CONTINUOUS CYCLE
CONTROL
DO
PLAN

Source: Roche and MacKinnon. Harvard Business Review, May-June, 1970, p. 107.

TRANSPARENCY NOTES:

T-50: THE DYNAMIC CONTRAST BETWEEN THE TRADITIONAL AND THE EMERGING SUPERVISORY STYLES

USE:
The source of this transparency is Exhibit IV in the article by William J. Roche and Neil L. MacKinnon, "Motivating People with Meaningful Work," as published in the Harvard Business Review, May-June, 1970.[1]

The transparency compares the traditional supervisory style with that of the emerging style of cooperative and complementary management.

Note that in the traditional style leadership is shown as a separate entity, while in the emerging style, leadership has been absorbed into the energetic pattern of the work cycle itself. Thus, Roche and McKinnon state, "unlike the traditional, straight-line approach, the continuous cycle concept is not mechanistic or formalistic; rather, it is a fluid and dynamic approach that each team can mold and adapt to suit its needs."[2]

In the plan suggested by Roche and MacKinnon, each work group identifies new problems and checks up on how well its solutions are working at each meeting of the work group. Thus a continuous cycle of activity that incorporates some of the managerial work of the traditional supervisor is established.

---

[1] Source: William J. Roche and Neil L. MacKinnon, "Motivating People with Meaningful Work," Harvard Business Review, 48:107, May-June, 1970. Used with permission of Harvard Business Review.

[2] Ibid.

T -51

OUTLINE CHART OF LIKERT'S MANAGEMENT SYSTEMS

Organizational Variable	Systems			
	1	2	3	4
1. Leadership processes used.				
2. Character of motivational forces.				
3. Character of communication process.				
4. Character of interaction-influence process.				
5. Character of decision-making process.				
6. Character of goal setting or ordering.				
7. Character of control processes.				
8. Performance goals and training.				

TRANSPARENCY NOTES:

T-51: OUTLINE CHART OF LIKERT'S MANAGEMENT SYSTEMS

USE:
This chart briefly summarizes the 8 organizational variables presented in Likert's "Profile of Organizational Characteristics,"[1] and is suggested for use in summarizing the participants' reactions to the least productive organizations they have known and to their reactions to the most productive organizations they have experienced.

If one color is used to draw vertical profile lines of the least productive organizations and another color is used to draw profiles of the most productive organizations, the contrast between the two will be quite apparent to the participants.

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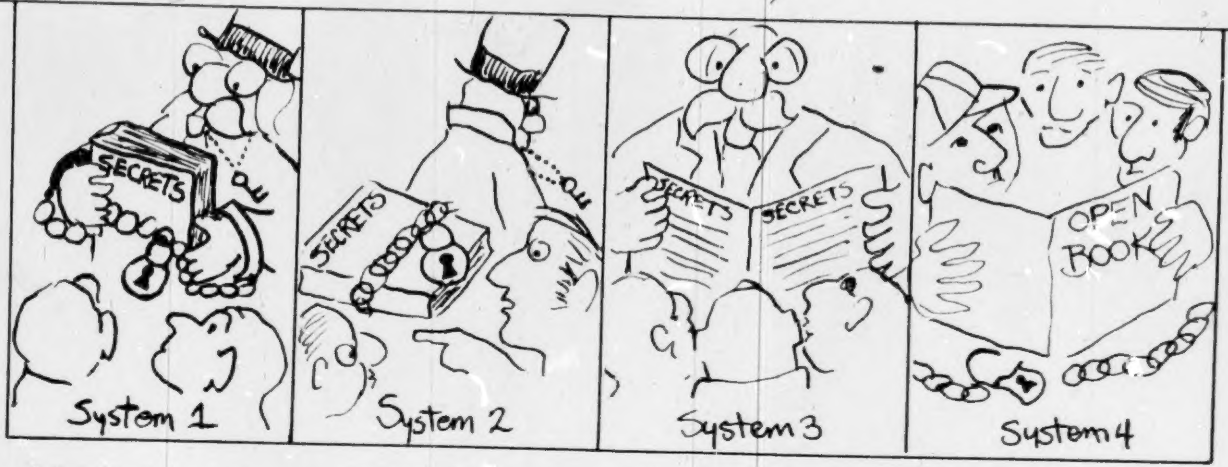
[1] Based on:

Rensis Likert, The Human Organization: Its Management and Value (New York:McGraw-Hill Book Company, 1967), pp. 187-211. Used with permission of the McGraw-Hill Book Company.

T-52

Continuum on Leadership Processes


SECRETS
System 1
SECRETS
System 2
SECRETS SECRETS
System 3
OPEN BOOK
System 4

Library manager has no confidence in subordinates.

Library manager has condescending confidence in subordinates.

Library manager has some confidence, but still wants to keep control.

Library manager has complete confidence and trust.

Adapted from: Likert. The Human Organization, p. 4.

TRANSPARENCY NOTES:

T-52: CONTINUUM ON LEADERSHIP PROCESSES

USE:
This transparency is based on data presented in Likert's "Profile of Organizational Characteristics" and shows the degree of confidence and trust present in the four systems of management identified by Likert.[1]

According to Likert one of the "casual" independent variables which determine the course of developments within an organization is the use by the manager of the principle of supportive relationships. The specific leadership process on which attention is centered in this transparency is the degree of confidence and trust the manager has in his subordinates in the four leadership systems identified by Likert.

Likert states his principle of supportive relationships as follows:

> The leadership and other processes of the organization must be such as to ensure a maximum probability that in all interactions and in all relationships within the organization, each member, in the light of his background, values, desires, and expectations, will view the experience as supportive and one which builds and maintains his sense of personal worth and importance."[2]

It is, according to Likert, possible to test readily whether the superior's behavior is seen as supportive by asking such questions as the following (If the principle of supportive relationships is being applied well, the subordinate's answer to each question will be favorable to the superior or to the organization. The following questions are equally applicable to both.):

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[1] Adapted from:
Rensis Likert, The Human Organization: Its Management and Value (New York: McGraw-Hill Book Company, 1967), p. 197. Used with permission of the McGraw-Hill Book Company.

[2] Ibid., p. 47.

T-52 (Continued)

1. How much confidence and trust do you feel your superior has in you? How much do you have in him?
2. To what extent does your boss convey to you a feeling of confidence that you can do your job successfully? Does he expect the "impossible" and fully believe you can and will do it?
3. To what extent is he interested in helping you to achieve and maintain a good income?
4. To what extent does your superior try to understand your problems and do something about them?
5. How much is your superior really interested in helping you with your personal and family problems?
6. How much help do you get from your superior in doing your work?
   a. How much is he interested in training you and helping you learn better ways of doing your work?
   b. How much does he help you solve your problems constructively--not tell you the answer but help you think through your problems?
   c. To what extent does he see that you get the supplies, budget, equipment, etc. you need to do your job well?
7. To what extent is he interested in helping you get the training which will assist you in being promoted?
8. To what extent does your superior try to keep you informed about matters related to your job?
9. How fully does your superior share information with you about the company, its financial condition, earnings, etc., or does he keep such information to himself?
10. Does your superior ask your opinion when a problem comes up which involves your work? Does he value your ideas and seek them and endeavor to use them?
11. Is he friendly and easily approached?
12. To what extent is your superior generous in the credit and recognition given to others for the accomplishments and contributions rather than seeking to claim all the credit himself? [1]

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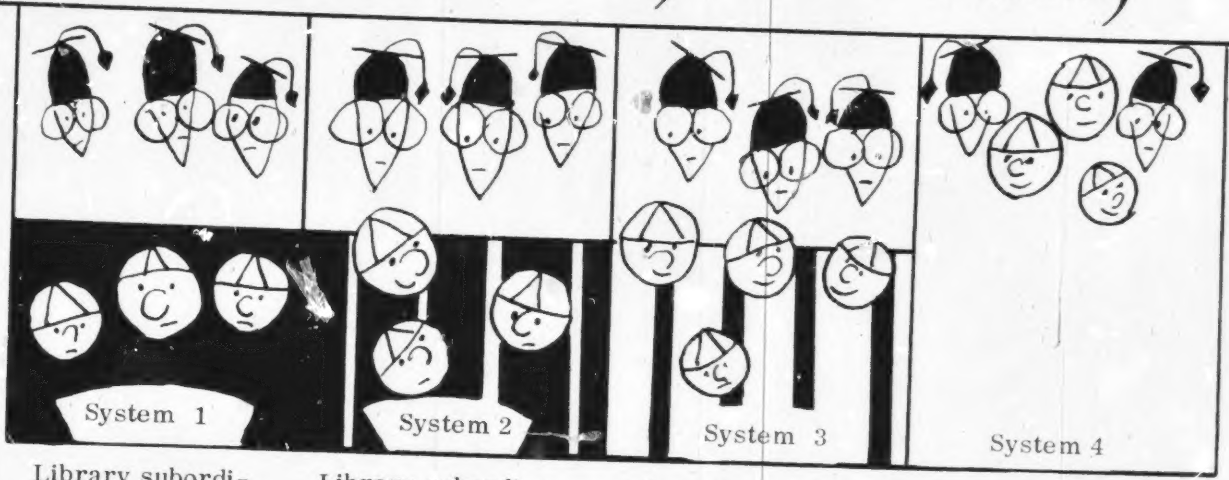
[1] Ibid., p. 48-49.

Continuum on Group Decision Making



Library subordinates are not at all involved in decisions about their work in the library.

Library subordinates never involved in decisions; occasionally consulted.

Library subordinates usually are consulted, but ordinarily are not involved in the decision making.

Library subordinates are involved fully in all decisions related to their work by means of group decision making.

Adapted from: Likert. The Human Organization.

TRANSPARENCY NOTES:

T-53 CONTINUUM ON GROUP DECISION MAKING

USE:
A second causal independent variable identified by Likert is "group decision making." This transparency shows the degree of group decision making present in the four systems of management as identified by Likert.[1]

In addition to the use of the principle of supportive relationships, another characteristic of System 4 management is the use of group decision making throughout the organization. At each hierarchical level, all subordinates in a work group (which is defined as a superior and all subordinates who report to him) who are affected by the outcome of a decision are involved in it. If functioning properly, a work group reachs decisions promptly, establishes clear-cut responsibilities to group members, sees that tasks are performed rapidly and productively. Further, confidence and trust pervades all aspects of the relationship. The group's capacity for effective problem solving is maintained by examining and dealing with group processes when necessary.

In the use of group decision making, it should be emphasized that the supervisor is held responsible for building his subordinates into a group which will make the best decisions and carry them out well. "The superior is accountable for all decisions, for their execution, and for the results."[2]

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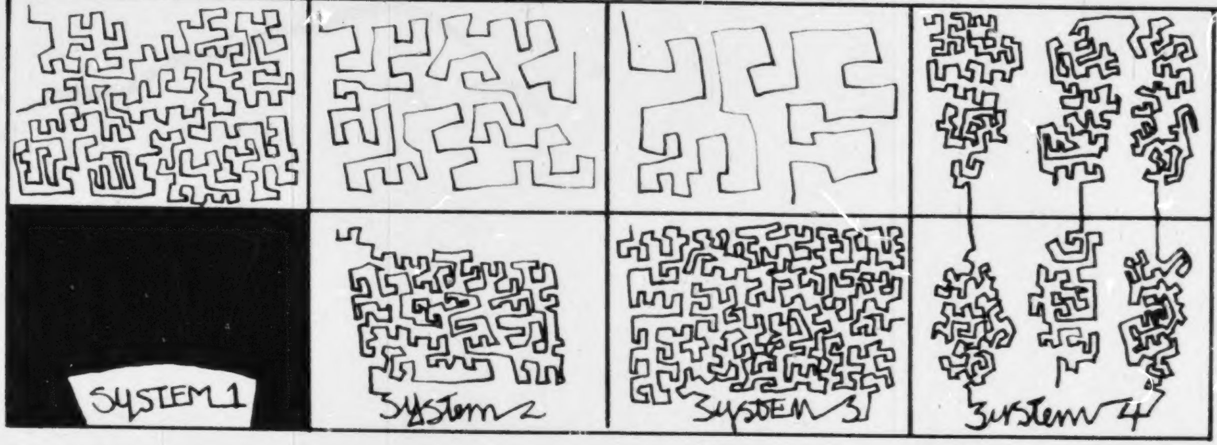
[1] Adapted from: Rensis Likert, *The Human Organization: Its Management and Value* (New York: McGraw-Hill Book Company, 1967), p. 207. Used with permission of the McGraw-Hill Book Company.

[2] Ibid., p. 51.

Continuum on Multiple Overlapping Group Structure



Bulk of decisions at top of library organization.

Policy at top. Many decisions within prescribed framework made at lower levels.

Board Policy and general decisions at top. More specific decisions at lower levels.

Decision making widely done throughout library, though well integrated through linking process provided by overlapping groups.

Adapted from: Likert. The Human Organization.

TRANSPARENCY NOTES:

T-54 CONTINUUM ON MULTIPLE OVERLAPPING GROUP STRUCTURE

USE:
A third causal independent variable identified by Likert is the use of multiple overlapping group structure throughout the organization. The transparency shows the degree of overlapping group structure present in the four systems of management identified by Likert.[1]

Likert describes "overlapping group structure" as a form in which each work group (defined as a superior and all subordinates who report to him) is linked to the rest of the organization by means of individuals who are members of more than one group. "These individuals who hold overlapping group membership are called 'linking pins.' "
[See Transparency T-55.]

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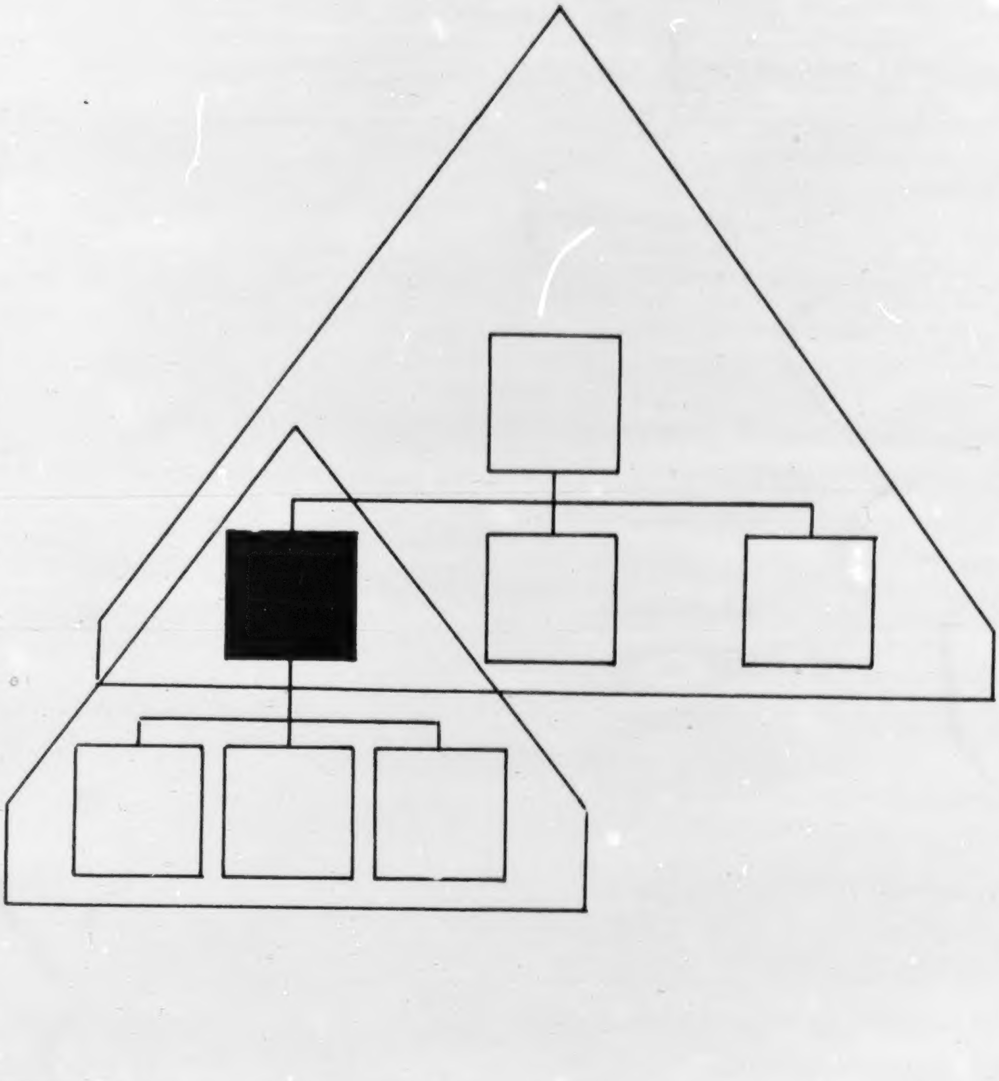
[1] Adapted from: Rensis Likert, The Human Organization: Its Management and Value (New York: McGraw-Hill Book Company, 1967), p. 205. Used with permission of the McGraw-Hill Book Company.

[2] Ibid., p. 50.

LINKING PINS



TRANSPARENCY NOTES

T-55 LINKING PINS

USE:
As identified in T-54, "linking pins" are those individuals who are members of more than one working group in the organization.

The "linking pin" concept is a way of practically working out the importance of upward influence in an organization. It is based on research which shows that when a manager and his work group cannot exert sufficient influence upward in the organizational hierarchy to handle problems constructively, an unfavorable reaction to the manager is apt to occur. As the manager's role shifts from formal supervision and strict control of his work group to more general supervision and looser control, the supervisor is able to devote more of his energies to serving as his group's representative in the next higher level of the organizational hierarchy.

In discussing the importance of this "linking pin" concept, Likert states that research demonstrates that "the capacity to exert influence upward is essential if a supervisor (or manager) is to perform his supervisory functions successfully."[1]

To be effective in leading his own work group, a superior must be able to influence his own superior as a supervisor and as a subordinate. In essence, every superior is a member of two work groups -- the one he is responsible for and the one he is responsible to. When his subordinates are mature enough to handle their own work with little supervision, it is possible for a manager to spend more time in the "linking pin" role. Essentially this means that he can move from an emphasis on organizing, directing, and controlling his group to an emphasis on long-range planning, interdepartmental coordination, and the acquisition of resources at the next level of the organizational hierarchy. The time spent in these "linking pin" activities can often increase the productivity of a mature group much more than close supervision of their work.

A basic principle of this concept is that in Likert's System 4 Model problems are solved by having the resource of group interaction rather than man-to-man interaction (as in System 2).[1] Using the linking pin concept in System 4, the individual caught between conflicting demands initiates discussion of the problem in the relevant work groups, where discussion can take place in a much more impersonal way than is possible in System 1 when the subordinate raises the question personally with each of his supervisors. Use of this concept requires two kinds of skills: skill in leadership and in membership interaction processes, and skill in the intellectual processes of problem solving.

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[1] Rensis Likert, New Patterns of Management. (New York: McGraw-Hill, 1961), p. 114.

For this concept to work effectively and the intended cooperation to transpire, Likert states that: "The entire organization must consist of a multiple, overlapping group structure, with every work group using group decision making processes skillfully."[2]

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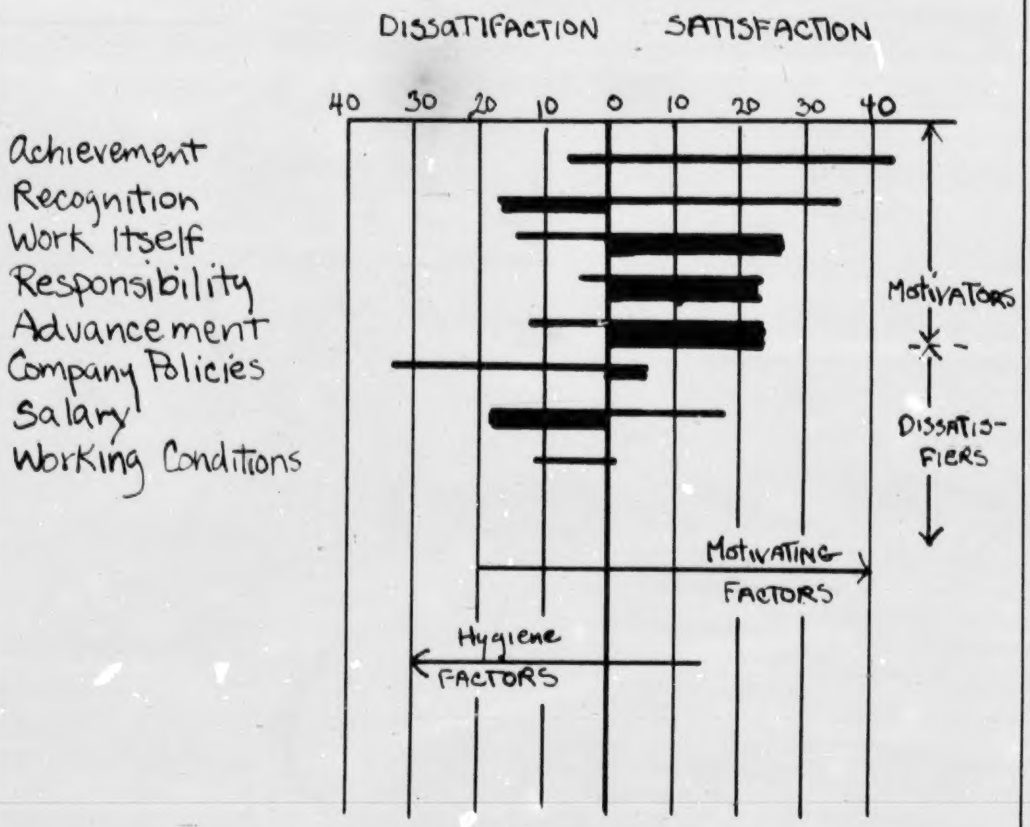
[1] Rensis Likert, The Human Organization (New York: McGraw-Hill, 1967), p. 162.

[2] Ibid., p. 167.

T-56

Herzberg's Motivators and Dissatisfiers



Rough Sketch of Transparency Available from The Lansford Publishing Company. For Full Information See Page 323.

TRANSPARENCY NOTES:

T-56 HERZBERG'S MOTIVATORS AND DISSATISFIERS[1]

USE:
Frederick Herzberg, a contemporary researcher in the field of human motivation, has arrived at conclusions which are quite consistent with McGregor's Theory Y and Maslow's well-known hierarchy of needs presented earlier (see, for instance, F. Herzberg, Work and the Nature of Man).

Herzberg in his research found that certain factors in the work environment are very important motivators. These factors include opportunity for achievement, recognition, responsibility, and advancement. On the other hand, factors such as salary, company policies, and working conditions were not significant motivating forces. However, the latter factors, when not kept at satisfactory levels, could become powerful dissatisfiers (obstacles to employee motivation). Factors which can cause dissatisfaction among employees, but which are not active motivators, are identified by Herzberg as "Hygiene Factors"; they tend to be the factors related to job context rather than job content.[2]

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[1] Source Note: This transparency is one of a commercially produced series entitled, "W 006 Transparencies on Behavioral Aspects of Management." Its specific identification number in the series is W-0-06 -04. This transparency was prepared by Dick J. Wassenaar of San Jose State College, and it, along with others in the series, can be ordered from The Lansford Publishing Company, 2516 Lansford Avenue, San Jose, California, 95125. Titles of other transparencies in the series are: McGregor's Theory X and Y; How Human Needs Can be Satisfied On and Off the Job; The Development of Management Thought; Alternative Leadership Patterns; Contrasting Authoritarian and Participative Management Philosophies. Used with permission of the publisher.

[2] "Hygiene" in the medical sense, serves to prevent health hazards in the human environment; good hygiene keeps us from becoming ill or infected. It is preventative, not curative. On the job, in the psychological sense, good "hygiene" in the work environment prevents employees from becoming "infected" with the dissatisfactions which impede the development of active motivators.

T-56 (Continued)

In this transparency a typical comparison between motivating factors and hygiene factors is presented. The length of each bar shows the frequency with which each factor appeared in the sequence of events reported as satisfying or dissatisfying. The width of each bar shows the reported duration of satisfied or dissatisfied feelings. The following conclusions can be drawn from the chart:

1. Achievement and Recognition tend to be mentioned most often as factors responsible for high job satisfaction.

2. Work itself, Responsibility, and Advancement tend to have the most lasting effect on job attitudes.

3. Factors such as Company Policies, Salary, and Working Conditions do not tend to result in high job satisfaction; however, if one or more of these factors is not at acceptable levels they can become the cause of significant dissatisfaction.

T-57

FACTORS AFFECTING JOB ATTITUDES AS REPORTED BY PARTICIPANTS

Achievement									
Recognition									
Work Itself									
Responsibility									
Advancement									
Growth									
Company Policy and Administration									
Supervision									
Relationship with supervisor									
Work Conditions									
Salary									
Relationship with peers									
Personal Life									
Relationship with subordinates									
Status									
Security									

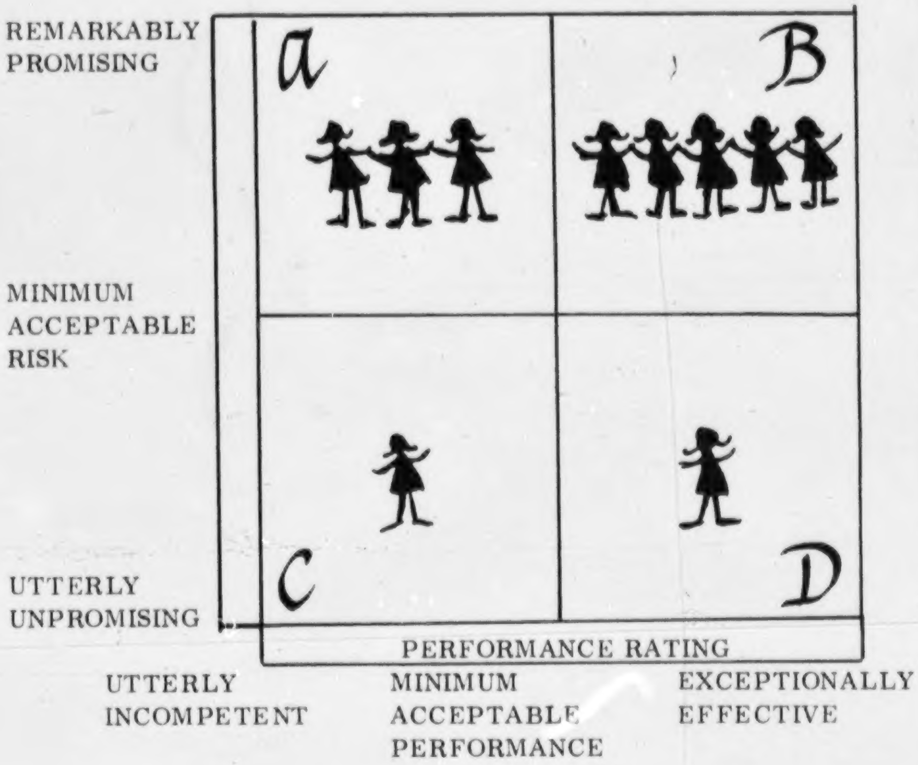
TRANSPARENCY NOTES:

T-57 FACTORS AFFECTING JOB ATTITUDES AS REPORTED BY PARTICIPANTS

USE:
This transparency is a blank chart, similar to T-56, on which it is suggested that the leader make a composite plotting of the factors reported by the participants as affecting their job attitudes. Details of collecting this data to plot on the chart are presented as an activity in the class session on Herzberg's theory of motivation in the Leader's Handbook: Designs for Learning.

THE SELECTION DECISION

"There are only four possible results of a selection decision."


REMARKABLY PROMISING
MINIMUM ACCEPTABLE RISK
UTTERLY UNPROMISING
a
B
C
D
PERFORMANCE RATING
UTTERLY INCOMPETENT
MINIMUM ACCEPTABLE PERFORMANCE
EXCEPTIONALLY EFFECTIVE

Adapted from: Gellerman, Saul W. Management by Motivation. New York: American Management Association, Inc. 1968, page 62.

TRANSPARENCY NOTES:

T-58 THE SELECTION DECISION

USE:

Regardless of what measures are used in evaluating a candidate for employment, they lead finally to some sort of estimate of how likely it is that he can handle a given job in an acceptable way. These estimates Gellerman pictures on one side of a chart as extending from utterly unpromising through minimum acceptable risk to remarkably promising and on the other side of the chart is a record of how well the individual actually does on a job, ranging from utterly incompetent through minimum acceptable performance to extremely effective.

If both of these scales are put together, it is possible to compare the ratings made at the time of selection with actual on-the-job performance. Gellerman explains that every selection decision results in one of four possible outcomes.

In this transparency Section A includes all candidates who, at the time they were hired, were considered to have an acceptable chance of success, but who in actuality did not do well on the job. All these selection decisions were errors.

Section B would include all those people who not only looked good to the selectors, but also performed well on the job. All these selection decisions were correct.

Generally all selection decisions would be limited to A and B types, since few libraries would run the risk of hiring an individual for a job in which he seemed to have little chance of success. However, the other possibilities, because of special conditions such as a shortage on the labor market, do sometimes occur and to round out the possibilities the rest of the chart should be analyzed.

Section C would include all those people who were given a poor chance of being successful, and who did fail on the job. These selection decisions, however, were correct, because they accurately predicted the actual type of job performance.

---

[1] Reprinted by permission of the publisher from: Saul W. Gellerman, Management by Motivation, (c) 1968 by the American Management Association, Inc., p. 62.

T-58 (Continued)

Section D would include all those people who were given a poor chance of being successful, but who did much better on the job than anticipated. All of these decisions would be errors.

To sum up, there are two kinds of correct predictions:

1. verified success (Section B)
2. verified failure (Section C)

and there are two kinds of errors:

1. the promising failure (Section A)
2. and the unpromising success (Section D)

The objective in a logical selection system is to better the system's ability "to maximize the correct predictions and to minimize the errors."[1]

It is Gellerman's suggestion that an organization should actually plot each selection by means of such a chart in order to measure the effectiveness of the selection system by some specific means of measurement.

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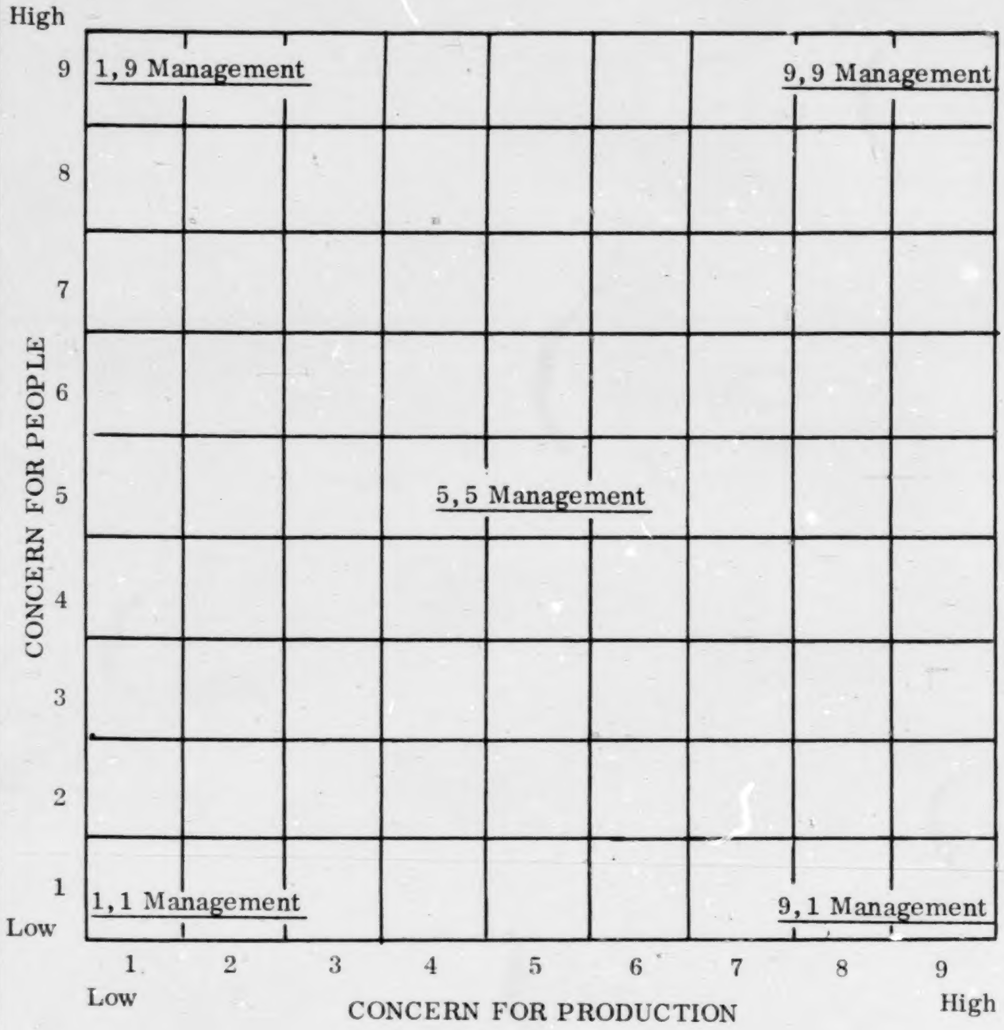
[1] Ibid., p. 63.

T -59


High
9
8
7
6
5
4
3
2
1
Low
CONCERN FOR PEOPLE
1,9 Management
9,9 Management
5,5 Management
1,1 Management
9,1 Management
1
2
3
4
5
6
7
8
9
Low
CONCERN FOR PRODUCTION
High

THE MANAGERIAL GRID

TRANSPARENCY NOTES:

T-59 THE MANAGERIAL GRID[1]

USE:

R. R. Blake and J. S. Mouton designed this "Managerial Grid" to show that every manager, regardless of his level in an organization, has two concerns on his mind. One is production -- the results of his efforts, and the other is the people around the manager in the organization. How much the manager thinks about results can be described as his degree of concern for production. The horizontal axis of the grid stands for production. It is a nine-point continuum, where 9 shows high concern for production and 1, low concern.

A manager is also thinking about those around him, either his superiors, his colleagues, or those whose work he directs. The vertical axis represents his concern for people. This too is on a nine-point continuum with 9 a high degree and 1 a low degree of concern for people.

The grid attempts to reflect these two concerns in such a way that managers can understand how the two concerns interact. At points of intersection are theories. They are theories that every manager uses when he thinks about how to get results through or with people, whether he realizes it or not.

Five of the many possible theories or styles stand out clearly; they appear in the four corners and in the center of the grid.

As can be seen in the Grid diagram, in the lower right corner, 9,1 represents a great deal of concern for output, but little for the people who are expected to produce. Efficiency in operations results from arranging conditions of work in such a way that human elements interfere to a minimum degree.

At the opposite corner of the Grid, the top left, is the 1,9 theory. It is the style that puts major emphasis on people and little on the results required for a healthy organization. Here thoughtful attention to needs of people for satisfying relationships leads to a conformative friendly atmosphere and work tempo.

---

[1] Robert R. Blake and Jane S. Mouton, The Managerial Grid (Houston, Texas: Gulf Publishing Company, 1964), p. 10. Used with permission.

In the lower left grid corner is 1,1. It may not seem that any manager could have almost no concern for either people or production, yet people managing in this manner have been found in many businesses. Although they have not quit their jobs, they walked out mentally, some time ago. 1,1 management is characterized by the exertion of minimum effort to get required work done as appropriate to sustain organization membership.

In the center is the 5,5 style. The manager with this approach is seeking the middle of the road. His attitude might be characterized as, "Get the results, but don't kill yourself. Do not let people off too easily or they will think you are soft. Be fair but firm." 5,5 management can be characterized as adequate organization performance as much as is possible through balancing the necessity to get out work with maintaining morale of people at a satisfactory level. Such a manager might be characterized as "the organization man."

The upper right corner, the 9,9 position, denotes high concern for production united with high concern for people. In this style, work accomplishment is from committed people; interdependence through a "common stake" in organization purpose leads to relationships of trust and respect. The manager using this approach stresses fact-finding as the key to solving problems. Blake and Mouton term the 9,9 theory as a synergistic theory.

The most significant premise on which Grid organization development rests is that the 9,9 way of doing business is acknowledged universally by managers as the soundest way to manage to achieve excellence.

It should be stressed that Blake and Mouton do not view the five chief positions as defining a set of personality characteristics; rather, they more clearly constitute anchorages for managerial attitudes and practices. Although most people seem to be predisposed to manage in one way or another, the points in the grid do not place an individual in a rigid and inflexible way into a certain slot.